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ABSTRACT

One of twelve instructional units in the Native American Career Education (NACE) program, this unit is intended to help Indian junior high school students understand the basic functions performed by government for the community and the need areas it addresses; to help them understand the organization and activities of federal, state, local, and tribal governments and volunteer organizations; and to introduce them to public service and some of the careers it includes. An on-going activity, in addition to four other activities, is the preparation of a display of newspaper articles featuring government and public service. Related subject areas are government, public service careers, and social studies. Each activity includes objectives, student materials, and suggestions to the teacher on how to use them. Student exercises consist of readings, questions to answer, games, simulations, project instructions, and other learning activities. Each activity is followed by suggestions for ways of extending learning and where appropriate, additional resources are described. Student materials may be used as master copies for reproduction or as models for material development. A test designed to measure student mastery of the main objectives is included with each unit, along with an answer key. (A guide to the whole twelve-unit program is also available--CE 014 043.) (TA)

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WORKING FOR THE PEOPLE

Native American Career Education
Unit

We would like to thank John Pichette, Don McCabe, and Madlynn Pyeatt for information and advice used in the preparation of this unit.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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This document is one of a series of teaching/learning units dealing with Native American Career Education. The titles of all individually available documents in this series appear below:

Career Awareness units
Part of the Whole World
Cooperation
From Idea to Product
The Community
The Community in Transition

Career Orientation units
Putting Your Money to Work
Living with the Land
Working for the People

Career Exploration units
Planning
Putting It All Together
Getting Ready for Jobs
The Career Fair

and

Native American Career Education,
A Curriculum Guide

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Foreword

The Native American Career Education Program consists of twelve units designed to address the specific needs and aspirations of Native American students. It includes teacher and student materials, evaluation materials, and a Curriculum Guide.

These units employ a variety of learning activities. They are designed to: 1)bridge the gap between traditional and technological societies by identifying the parallels between them and exploring the values they represent; 2) create an understanding of the economic context within which career choice takes place; 3) foster personal and interpersonal skills necessary to function in the world of work; and, 4) develop career exploration skills.

Development has been based on the recognition that the needs of Native American communitites differ greatly from those of the larger American society. In these communities, as in third world countries, problems are not due to a lack of natural resources, but rather to a lack of meaningful development of human resources which would allow for additional economic development and self-determination of Native American communities.

In order to identify and meet these needs, information has been gathered from Native American communities, students, teachers, and tribal groups, and the materials have been developed with the guidance of an advisory committee of Native Americans.

This project was supported by the Curriculum Development Branch of the U.S. Office of Education.

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Preface

An important American Indian value is that of sharing one's knowledge with one's extended family, tribe, and community. Therefore, an Indian student should choose a career that will fully develop his or her potential and in turn benefit the Indian Community. It is very important for the Indian student to study and learn about the different careers so he or she can pursue the career that he or she is interested in.

"Working for the People" concentrates on leadership careers in the United States government, state government, Indian Tribal governments, and Indian organizations. The basic idea is that governing bodies exist to assist the community's efforts to meet its needs. A competent person in a leadership role should be familiar with the different types of careers to achieve cooperation in his or her own organization.

The role-playing activity in this unit will make the Indian student aware of the problems and concerns that a leader has to consider in making decisions. In addition, the information on Indian tribal governments, including the influence of the Iroquois League on the form of the United States government, will give the student a greater appreciation of his or her cultural heritage.

Lucille J. Watahomigie, Director
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Contents

This book includes all information and student materials needed for the unit, "Working for the People." In some activities, students will be asked questions which they must answer in writing. Many of these questions have no single "right" answer. For your convenience, some sample answers have been printed after each set of reproduced questions.

At the end of this guide, you will find an annotated resource list. This has been included to help you locate good, appropriate audio-visual materials in order to stimulate student interest in the unit and to enrich their individual learning experiences.

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An Overview Of The Unit

General Purpose

Working for the People is one of twelve units in the Native American Career Education program. The general purpose of this unit is to help Indian students understand government better and to introduce them to some public service careers.

Goals and Objectives

There are four Activities in this unit. Each Activity has a goal and objectives. These are:

Activity 1. *Government*

GOAL:	To help students understand how government contributes to the survival of the community
OBJECTIVE:	Students will be able to identify what basic needs government meets, and what functions it performs to meet them. Students will be able to identify similarities and differences in three traditional Indian systems of government.

Activity 2. *The System*

GOAL: To help students understand the basic structure of American government

OBJECTIVES: Students will be able to describe one way in which Indians contributed to the American governmental system;
Name three levels of government and describe their relationship to one another;
Name three branches of government and describe their functions;
Indicate how government at each of the three levels meets community needs;
Identify one job title at each level of government.

Activity 3. *Indian Self-Government*

GOAL: To help students understand the history, functions, and problems of contemporary Indian governments

OBJECTIVES: Students will be able to identify similarities and differences among three contemporary tribal governments;
Describe the structure and functions of an urban Indian community center;
Name three Indian organizations and describe what they do;
Identify one job title for each type of Indian government described.

Activity 4. *What Do You Think?*

GOAL: To help students become aware of the ways in which governmental problems are approached by people from different branches, levels, or types of government

OBJECTIVES: Given a job title and description, students will be able to suggest how this person might feel about a problem, based on his or her background and governmental affiliation.
Students will be able to discuss advantages and disadvantages of having different kinds of governments or agencies meet a community's needs.

Summary

In order for students to understand what public service careers are like and why they are important, it is first essential that they have a basic understanding of what government is and does. The unit therefore includes brief accounts of how the federal, state, and local governments work. Students will probably be familiar with some of this material already. Depending on class needs, it can be expanded from the many curriculum materials available on these subjects, or, if students have recently studied government, it may be skipped altogether.

The situation with regard to information on the Indian governments, ancient and modern, which are discussed is unfortunately different. Time and balance have kept our presentations necessarily brief--in some cases, superficial--and additional material often may be hard to obtain. However, teachers and students are encouraged to explore the sources of further information described at the end of each Activity whenever possible.

The Unit is built around the idea that government exists to assist a community's efforts to meet its basic needs. A game as well as various readings focus on this point. However, the Unit tries to avoid implying that there is only one way that these needs can be met. If students have had other units in this program, you will want to point out the fact that these are the same basic needs they have encountered before.

An on-going activity which will continue throughout the unit is the preparation of a class display or group scrapbooks of newspaper and magazine articles relating to public service and government. The final activity is a simulation exercise in which students take roles of people from different areas of government and discuss a question which will make them consider the purpose of government.

The subject area to which this unit relates most closely is social studies. It will be of great use in enriching a class in Government, and it can be made suitable for students in higher grades by increasing the number of research activities included.

Suggestions for presenting each Activity are followed by an Additional Activities section, which contains ideas and references for expansion on the material in the Activity.

Obviously , the many aspects of government and public service make rather a large amount of material to cover in a few weeks. For this reason, we have tried to provide a general introduction to the structure of government and jobs within it rather than giving a detailed analysis of any one agency or job. Description of each topic is therefore confined to a few pages. This superficiality is inevitable. Hopefully, students will use this unit as a platform from which to push off into more detailed exploration of the areas that interest them.

Teacher's Note: Reading, Writing and Talking

Since classes differ in background, ability and interests, the particular mix of instructional techniques offered here may not be optimal for everybody. For instance, with students who are not used to responding verbally, trying to get a general class discussion going may be more frustrating than useful. Alternatives include having students discuss the questions in their smaller workgroups, or talking about them and suggesting answers in an informal way yourself. Similarly, if the long readings in this unit present a problem, or if you simply want to vary the activities somewhat, you may present some of the reading material in lecture form. Students who prefer talking to writing can discuss the review questions instead of writing down the answers. You are encouraged to adjust the presentation of this material in whatever ways you think will make it more accessible to your students.

It is not the purpose of this unit to decide on the relative merits of the different agencies, organizations, and approaches to government. Politics have always been an emotional issue, and it is very difficult to deal with them without offending somebody, but we have tried to provide a neutral and balanced presentation. The point to be remembered is that all of them, from U. S. government agencies to volunteer organizations, consist of people whose purpose is working for the people.

Materials

For this unit you will need:

- pencils and paper for written exercises
- display space or construction paper to make scrapbooks
- a large number of old newspapers and magazines which students can cut up
- scissors, paste, colored paper and other art materials
- the cassette tape, "The American Indian Movement" by John Trudell (optional)
- duplicated pages:of the Teacher's Guide as indicated in instructions to the exercises.

Introducing The Unit In Class

To begin, write on the board the words, "Working for the People." Ask students what they think this phrase might mean. How does one work for the people? What people? What kinds of work? Write their suggestions on the board below the title.

Reading the Poem

If students have not had earlier units in the Native American Career Education program, read, or pass out copies of the passage from "Old Way, New Way," by David Martin Nez, which appears on p. 7 of this Guide.

After the poem has been read, encourage students to discuss what they think the poem is saying. Possible interpretations are: 1) that it is important to learn what other cultures have to offer; and, 2) that it is important to understand and preserve the beauty of one's own culture.

Introducing the Program

If students have not had earlier units of the Native American Career Education program, when the class has finished discussing the Nez poem, write the words *Native American Career Education* on the blackboard. Ask the students to discuss what they think this phrase means. If they have trouble getting started, help them by breaking the concept into parts. Ask questions that will lead the class step by step to a general understanding of the ideas involved. Students should be encouraged to work together in small groups to answer questions like these:

1. What is an American?
2. What is a Native American?
3. What is a career? Can you name some examples of different types of careers? Are there any careers which interest you right now? How do people get started in careers?
4. What do you think that career education is?
5. What do you think that career education for Native Americans is? How might this be the same as career education for other kinds of Americans? How might it be different?
6. Why do you think we are going to study Native American Career Education now? How can this type of education play an important part in your life? What kinds of things do you think you need to learn about careers?

Read, or reproduce and give to students, the section, "What Native American Career Education is all About?" on p. 8 . Afterwards, ask "How Can Native American Career Education play an important part in your life? What kinds of things do you need to learn about careers?"

Introducing the Book

Divide the class into groups and ask them to discuss now what they think this book is about. During the discussion, ask the students to review the suggestions which you wrote earlier on the blackboard. Encourage them to add to this list any new ideas that they have to offer.

Explain that *Working for the People* is about public service--that is, working for the federal government, for the state, for the community, the tribe, or Indians in general. The main purpose of public service work is not to make money but to keep the community going. As students work through the exercises and read this book, they will be learning something about how governments work and what they do. They will also learn about some of the people and jobs that are part of them.

On p. 9 of this book there is a section titled "What this Book is all About." Read this aloud to students, or make copies of it and give it to them to read. As you review its content afterwards, concentrate on the idea that governments exist to help the community manage its resources so that the people can meet their basic needs. If students have had previous units in this series, you may emphasize this point and suggest that students watch for relationships between the material covered in those units and the material they will find in this one.

As you review the content of "What This Book Is All About," you should also include the following ideas:

1. Students will be doing a series of exercises which contain questions. By finding the answers to these questions, the students will learn more about governments and about jobs connected with governments and public service.

2. The students will be asked to work together in small groups for many of the activities in this unit. There are two reasons for this. First, small group work has been found to be a good way of doing the types of activities which this unit involves, and second, small group work will expose the students to the kinds of group situations which they will experience on most jobs.

Review

Before beginning Activity 1, review what you have done so far in class. If you have introduced the unit successfully, the students should be able to supply a general answer for each of the following questions:

1. What does Native American Career Education mean?
2. What is the book *Working for the People* going to be about?
3. What will you be expected to do during this unit?

These lines are taken from the poem "New Way, Old Way," published by The Writers' Reader, 1964, copyright 1969. Used by permission of the author, a former student at the Institute of American Indian Arts, Santa Fe, New Mexico, a Bureau of Indian Affairs school.

We shall learn all these devices
The white man has.
We shall handle his tools
For ourselves.
We shall master his machinery,
his inventions,
his skills,
his medicine,
his planning;
But we'll retain our beauty
And still be Indian.

David Martin Nez

What Native American Career Education Is All About

All over the country, Indian students, parents, and communities are asking, "Where can we find good jobs?" For too long, too many Indians have ended up with poor jobs or no jobs at all. Career education is one way to change this.

Planning for a career should begin long before you actually start working. But what kinds of jobs are there? What are different jobs like? How do different jobs fit together? How do you find out which job would be best for you? Career education is one way to find the answers to questions like these.

Native American Career Education is a program that has been written especially for Indian students. Indians from many tribes have helped plan, write, and test this program to make it as useful as possible to you. Some of the activities may seem like games. That's because we think learning can be fun. Sometimes even work is fun!

Good luck!

What This Book is All About

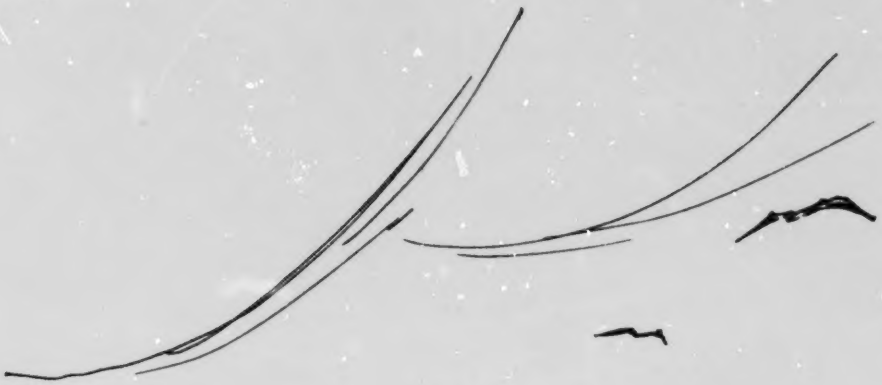
What is a government?

What human needs does a government meet?

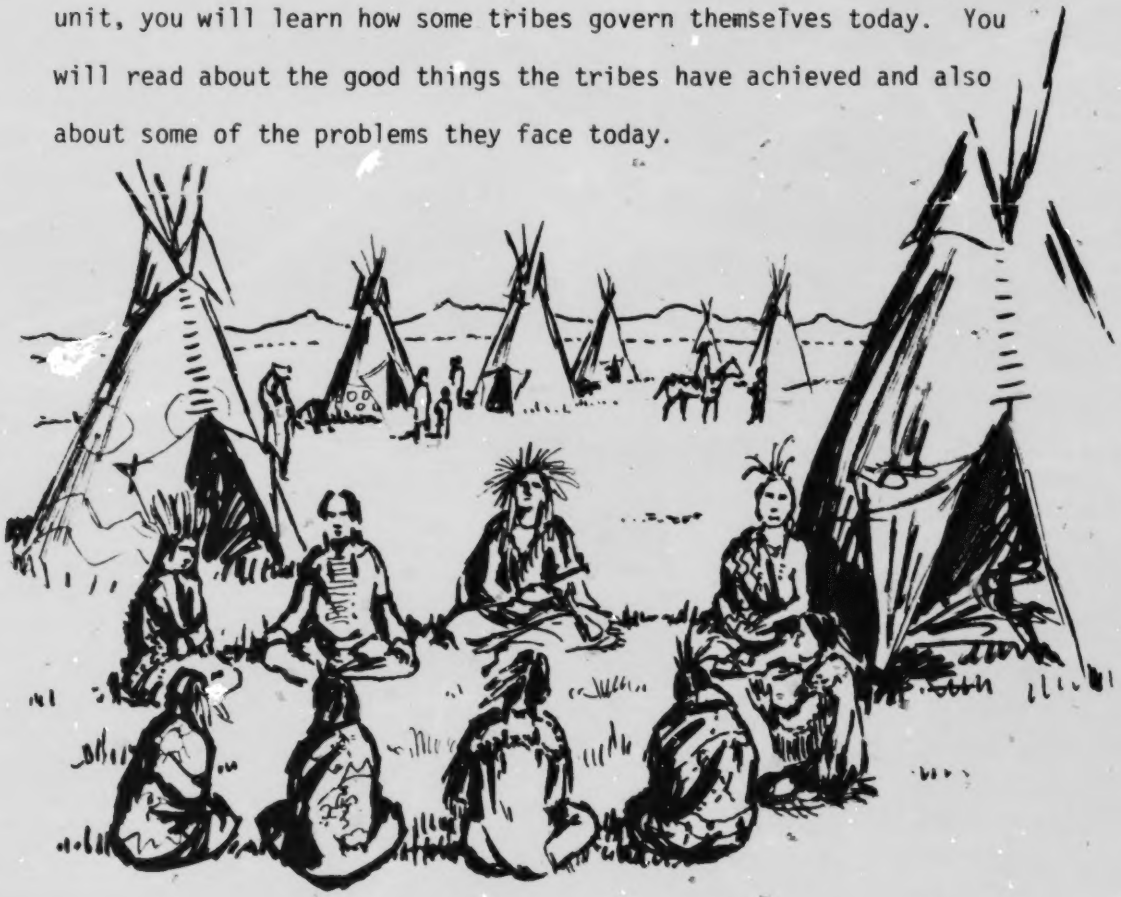
How can you make a government meet your needs better?

Have you ever stopped to wonder about questions like these? There is an old saying that "everybody talks about the weather, but nobody does anything about it." The same could be said of government. Almost everyone has some complaint about one government or another, or some suggestion about how government might do its job better. But few people know exactly how the government works. Few know how to put their complaints and suggestions into action. In this unit you may learn how.

In this unit you will learn a little about how government works. You will find out what the basic jobs of a government are. You will learn how governments meet human needs. You will learn, too, about the three main kinds of governments in the United States--Federal, state, and local (city or county). You will learn about how these governments are put together, what they do for people, and what jobs are connected with them.



You will learn about Indian governments, too. You will read about several traditional government systems. Then, later in the unit, you will learn how some tribes govern themselves today. You will read about the good things the tribes have achieved and also about some of the problems they face today.



Activity 1. Government

GOAL: To help students understand how government contributes to the survival of the community

OBJECTIVE: Students will be able to identify what basic needs government meets and what functions it performs to meet them.

Students will be able to identify similarities and differences in three traditional Indian systems of government.

WHAT STUDENTS WILL BE ASKED TO DO

- Answer questions about a familiar community (the school) and discuss whether this community has a government, according to given criteria
- Read about the governments of three traditional Indian societies
- Answer questions concerning similarities and differences among these societies
- Plan collection and display of newspaper articles, etc. on government

MATERIALS NEEDED

- extra paper
- old newspapers and magazines which can be cut up
- heavy paper etc. for file filders, scrapbooks, and/or displays
- reproduced pages from this Guide as indicated

PROCEDURE*

Explain that in this first Activity, students will be trying to understand what a government is, what it does and how it does it. They will also learn something about how Indian tribes governed themselves in the past. Finally, they will begin work on a project which they will continue throughout the unit.

Exercise 1. What Is a Government?

The purpose of this exercise is to present basic concepts of what a government is, what needs it meets, and what functions enable it to meet them. As far as possible, students should work out these ideas for themselves, by pooling their observations and answering questions about a community with which they are familiar, i.e., their school.

To begin, divide students into their workgroups and write on the board the question, "Does this school have a government?" Give students a few minutes to discuss this. Point out that they should look beyond the obvious indications of government, such as people with titles, and consider what a government *does*.

The questions on pp. 14-16 can be reproduced and handed out to each workgroup, or you can use them as a basis for discussion. Whether questions are answered orally or in writing, students should cover all of them. The picture on p. 17 can be reproduced for students, presented on an opague projector or made into a transparency. The needs which each question refers to are listed on p.18.

Note that the questions are divided into several parts. Students are asked, first, if there is anyone at their school to arrange for certain functions such as preparing food and stopping fights. They are then asked to classify these functions in terms of human needs. (Remind students that the four basic human needs are food, shelter, security and aids. If students have not discussed these needs in earlier units, you might want to discuss them now.) Students are then told the four basic functions of government (administration, legislation, enforcement and services) and asked to state which of these functions are involved in meeting the needs they have been discussing. Finally, on the basis of their answers to the preceding material, they are asked to decide whether their school has a government, and explain why they answered as they did. Depending on class time, student ability, etc., you may want to have the students do the exercise all at once or you may want to discuss it with them a section at a time.

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*Remember that the directions given in this Teacher's Guide are only *suggestions*. Use them to create a course which best suits you, your individual students, and the amount of time available.

When students have finished with the questions, ask each workgroup to write a definition of government. Tell them to be sure to cover the following points (you may wish to write these on the board in some form):

1. Why a community needs a government at all (to coordinate its activities and keep it safe)

2. What areas of the community's life the government is concerned with (these will correspond roughly to the basic needs)

3. What functions a government performs in these areas (these will include actions such as setting standards, making laws, enforcing laws, providing services, coordinating efforts, etc.)

When the groups have finished, collect their definitions. Discuss the definitions with the class, quoting good points from the various papers, adding any points which may have been missed, etc. Hand the definitions back and have students save them; they will revise the definitions after they have finished the unit.

Now point out that although all governments have the same basic purpose, they organize to achieve this purpose in many different ways. These different ways are called political systems. Tell students that in the next exercise, they will learn about some of the political systems created by American Indian tribes.

EXERCISE 1. WHAT IS A GOVERNMENT?

A. At your school--

1. Can you get food, and does someone make sure that it is good to eat?
2. If a window is broken, does it get repaired?
3. Does someone supply paper, books, and the other things you need to learn?
4. Is there someone to take care of people who get sick?
5. Does someone stop fights and keep people from hurting each other?
6. Do supplies get moved from the storeroom to where they are needed?
7. Does someone make announcements or is there a newspaper so people know what is going on?
8. Does someone talk about right and wrong things to do?
9. Does someone arrange for entertainment?
10. Does someone teach you things you want or need to learn?

You could probably ask these questions, or others very like them, about a family, about a city, or about a country. Look at the questions again. Then look at the picture of basic human needs Now take a piece of paper and write down the basic need which each question above suggests. For instance, the need in #1 is "food."

B. How are human needs met at your school? What does someone have to do so that the answers to the questions on page 7 will be "yes"? If your needs at school are being met by a government, that government is probably performing several *functions* in order to meet those needs. A government has four main functions. They are listed below:

(A) *Administration and Coordination* (deciding on the best way of doing things and getting people to work together)

(B) *Legislation* (making rules about safety, quality, use of resources and so on)

(C) *Enforcement* (protecting people and making them obey the rules)

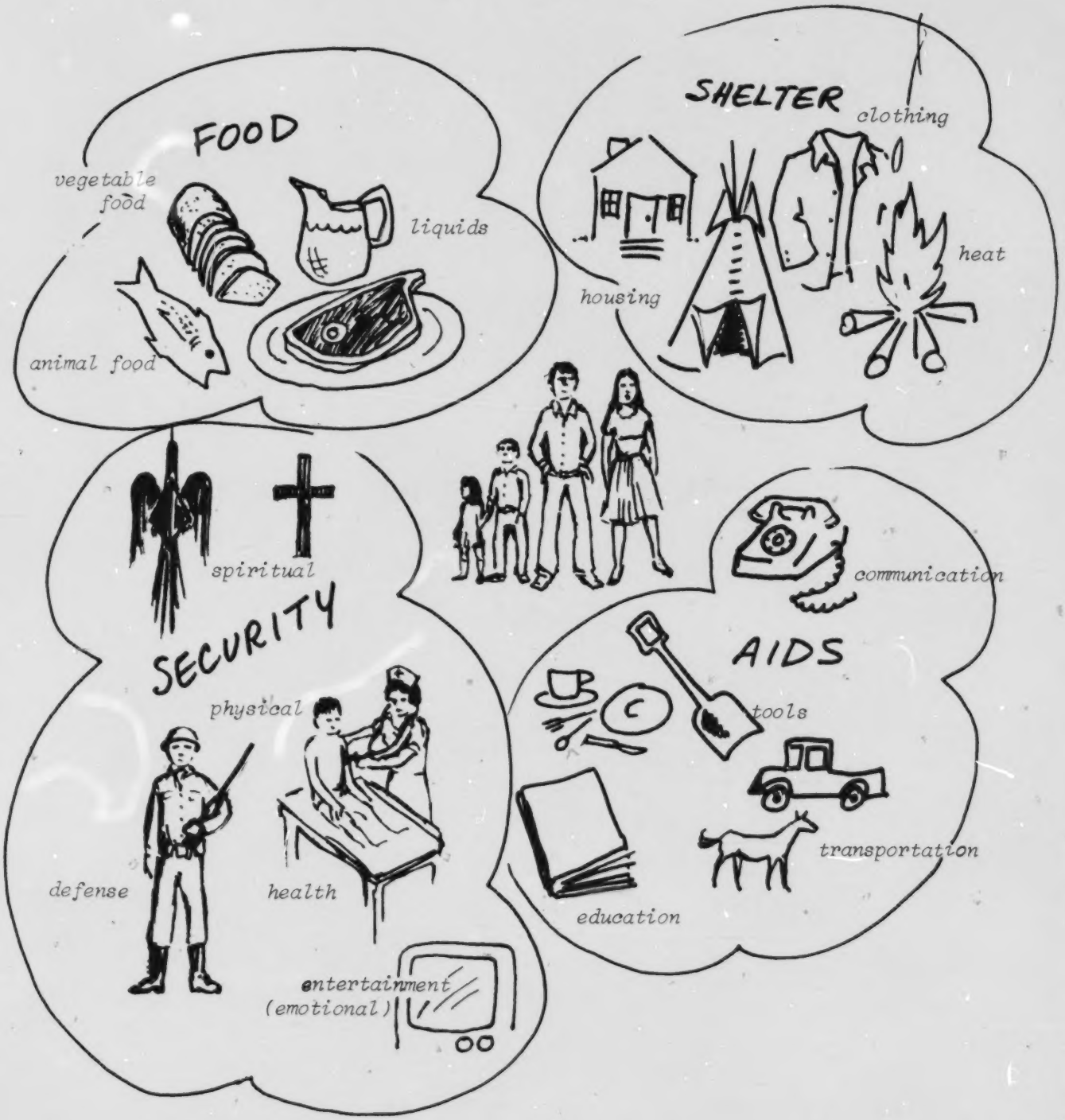
(D) *Services* (doing things for people)

Look at the list of needs you made for the first part of this exercise. What function of government is necessary for each of those needs to be met in your school? There may be more than one. For instance, functions needed to meet #1, the need for food, would be "services" and "enforcement." Someone has to get and prepare the food (services). Then someone must make sure it is up to standard for eating (enforcement).

For each of the needs you listed, name the function or functions of government necessary to meet that need in your school.

C. Now can you say if your school has a government? Can you say why you think so? Does someone perform the four main functions of government and meet some or all of the needs at your school? Who is the person responsible for meeting each need?

things a community needs...



Feedback

SAMPLE ANSWERS
EXERCISE 1

A. Questions and Needs

1. food
2. shelter
3. aids (tools)
4. security (health)
5. security, defense
6. aids, transportation
7. aids, communication
8. security, religion or moral training
9. security, entertainment
10. aids, education

B. Needs and functions

1. services, enforcement
2. administration
3. services
4. services
5. enforcement
6. services
7. administration
8. services
9. administration
10. services

Exercise 2. Traditional Tribal Governments

The purpose of this exercise is to introduce the study of those systems within which public service careers exist by presenting three of the many interesting systems developed by American Indians. As Americans, Indians are part of the United States political system. However, it is important that Indian students be aware that they have a political tradition of their own which has many admirable qualities.

Reproduce and give to students to read the material on pp. 20-30 of this book. This reading describes the political systems of the Iroquois, the Pawnee, and the Hopi. The readings are followed by review questions designed to help students think about similarities and differences in the systems described (pp. 31-32).

Sample answers for these questions are provided on pp. 33-34 . You may give students copies of these answers so that they may correct their work, or you may prefer to use them as a guide to discussion of the review questions. If students are shown the answers, be sure they realize that these are samples of the kinds of answers that could be given. Wording does not have to be exactly the same as long as student answers express the same idea as the example.

After students have checked their work, you may wish to discuss the answers to some or all of the questions in class to make sure students understand the differences and also the basic similarities in the three Indian government systems, especially in regard to the qualities expected of a leader, the kinds of matters tribal governments dealt with, the basic governmental power, and the way in which decisions were reached.

If your students are all of one tribe, you should try to find out about that tribe's traditional government system and tell students about that--or have the students tell *you*, if they already know.

If several tribes are represented try to find out about their government systems and have students discuss and compare them.

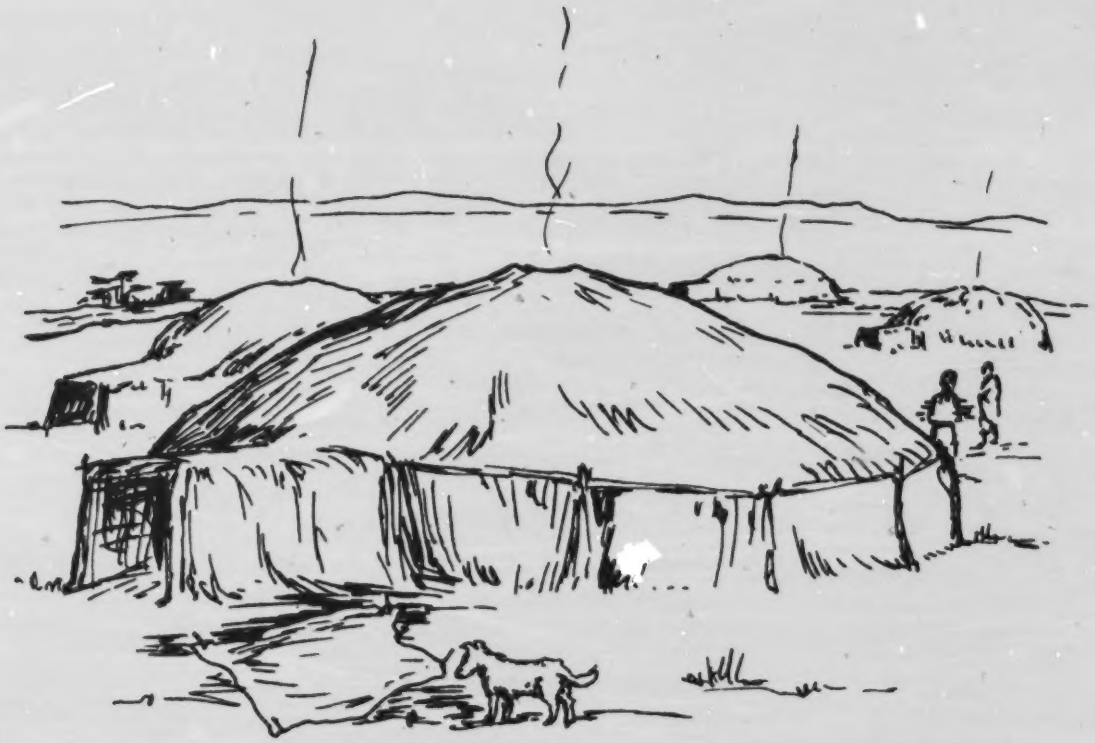
EXERCISE 2. TRADITIONAL TRIBAL GOVERNMENTS

The Indian tribes in America had many different ways of governing themselves. They used these ways long before Europeans came to America.

Indians had almost as many different systems of government as there were tribes. Some tribes had very complicated systems. Some hardly seemed to have any systems at all. But all the systems worked, and all of them fitted in with the ways of the people who used them.

On the next few pages you will find descriptions of the governments of three different tribes--the Pawnee, the Iroquois, and the Hopi. These three tribes are described because their governments were very different from each other. Equally interesting descriptions could be written about many other tribes.

As you read the descriptions, notice the ways in which these three systems of government are different from each other. Notice, too, the ways in which they are alike.



The Children of the Morning Star

The Pawnee people lived beside the rivers that run through the Great Plains. Each Pawnee village was divided into ten or fifteen households. There were about 300 to 500 people in a village. Fields where the women grew corn, beans and squash lay around the village. The meat supply of the village came from great buffalo hunts. These hunts were held twice a year. The whole tribe moved out onto the plains for these hunts.

A Pawnee man who wanted to be a chief had to be four things. First, he had to belong to one of the chiefly families. Second, he had to be a good man. Third, he had to be a good hunter. Fourth, he had to feel called to serve his people. There were good reasons for all these.

A boy from a family of chiefs could watch them and learn how they acted. That should help him become a good chief. But chiefs' sons did not always become chiefs themselves. They might not be interested in taking the responsibility. Or they might not be able to do so. Sometimes a very good man from a less important family could rise to become a chief.

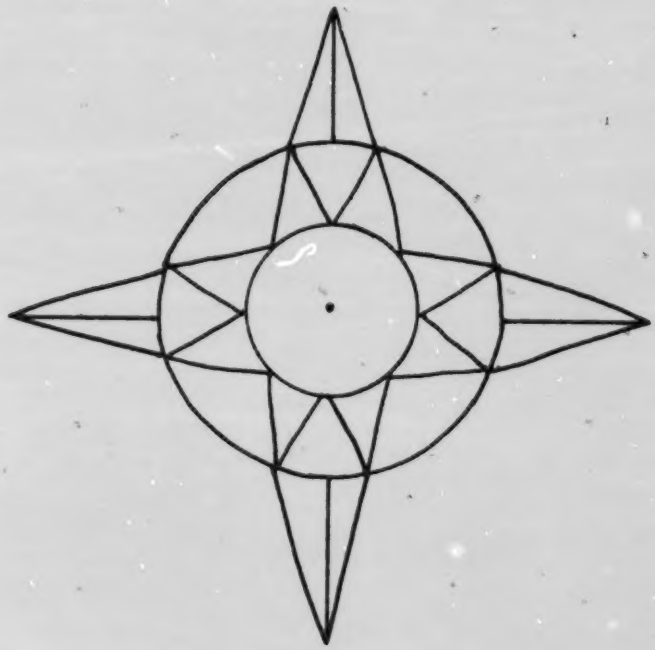
A chief had to have a good character, because he was a model for everyone else. Before a man took a job of chief, he looked hard at himself; he tried to see if he had any important faults. For instance, he would not be a good chief if he could not keep his temper. If he felt he was not good enough, the man would not take the job of chief.

A chief had to be a good hunter, because he was supposed to show his generosity by giving away food. He had to make sure that all his relations were well-fed. That way his family would be respected. A chief gave extra food to poor people, too. And he gave meat for the chief's banquets.

Finally, a chief had to be really serious about wanting to be a chief. Not everybody wanted to be a leader. Many people did not want to take the trouble to become important. Some just took life easy. Others spent their time hunting, or becoming spiritual leaders, or making arrows, or doing something else to serve the village. Only a few men had had a vision or really felt called to work for their people by being leaders. Those men might become chiefs. They had to do more than just want personal power, though. They had to be willing to take responsibility. They had to be both humble and wise.

In a small village where everyone know everyone else, people noticed anyone with these qualities. After a man had proved himself, he might be asked to fill an empty place on the Chiefs' council. The council decided whether or not to go to war or to join together with another tribe. It also decided when to leave for the hunt, where to go, what to do with criminals, and other questions that affected the well-being of the whole village. When a question came up, the chiefs talked it over until everyone agreed. The Chiefs' council always met during buffalo hunts. Otherwise, it met from time to time whenever there were important decisions to make.

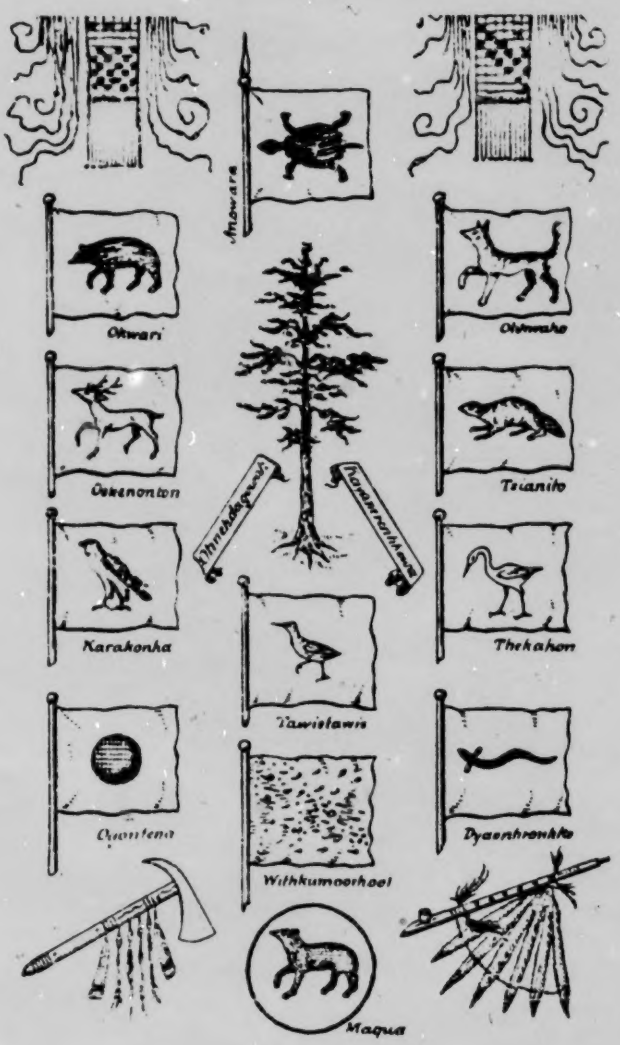
A Pawnee chief held his position as long as his people felt he was worthy of being a chief. If he failed in his work, he had better resign. If he did not, he would find that everyone was ignoring him. The chiefs did not order people around. They were able to lead because they found out what the people wanted and put those feelings into words and actions. A chief who did not express public opinion soon had no followers.



The Great League

During the sixteenth century, the Iroquois tribes of the Northeastern part of America were in danger of killing each other off. A man called Degandawida thought of a way to stop this. His friend Hiawatha helped him. They set up a political unit that has lasted over three hundred years. This was the Iroquois League.

Degandawida said that the League was like a great spruce tree. The tree's roots were the five tribes who were the original members: the Mohawks, the Cayugas, the Onondagas, the Oneidas, and the Senecas. The tree's branches spread out to shelter the world. The soil from which the tree grew was the ideas of health, peace, righteousness, justice, and power. An eagle watched from the top of the tree to make sure no enemy came to break the peace.



the clan symbols of the Iroquois

Among the Iroquois, all the families with the same female ancestor formed a "sisterhood." The older women of each sisterhood had the right to choose their representatives to the tribal Council. They also chose the tribe's representatives to the League. Besides that, the women suggested questions for the Council to talk about. They could punish any representative who did not do his job right. They could order that he be warned, punished, or fired.

The League was like a family. The members talked over business like a mother and father talking over their fire. The Mohawks and Senecas represented the "father." They would discuss a question until they all agreed on an answer. Then the Oneidas and Cayugas, who represented the "mother," would do the same. If fathers and mothers could not agree, the Onondagas talked the matter over. They were the doorkeepers and referees. If everyone still could not agree, the Onondagas made the final decision. The League Council had to meet at least once every 5 years, but usually met more often.

part of dust fan wampum belt, symbol of the presiding officer of the League

The chief women of the sisterhoods decided whether to go to war or not. But the men in the League decided how to fight it. The League decided how to deal with conquered or unconquered enemies, too. Tribal councils decided about matters affecting the whole community, such as when and where to move the village. (Such moves happened every ten or twenty years.) They might also help clans settle blood feuds.

Each tribe had a certain number of representatives to the League. New representatives were chosen only when old ones died or quit. When a new representative was chosen, he took the name, role, and spiritual power of one of the first members. In order to be chosen to represent his mother's sisterhood, a man had to be wise, of good character, and not be crippled. He must be past middle-age, and he must not be a warrior. In fact, the only reason a man was allowed to resign was if he had killed someone or gone to war.

The descriptions of a League representative in the League's constitution is a good description of the qualities all leaders should have.

This is what it says.....

"The lords of the confederacy shall be mentors (advisors or teachers) of the people for all time. The thickness of their skins shall be seven spans--which is to say they shall be proof against anger, offensive actions and criticism. Their hearts shall be full of peace and good will, and their minds filled with yearning for the welfare of the people. With endless patience they shall carry out their duties and their firmness shall be tempered (mixed) with tenderness. Neither anger nor fury shall find lodgment in their minds."

the great Seneca chief Cornplanter, who fought the Americans in the Revolution, and helped work out the peace treaty afterwards.

The People of Peace

(ancient symbol for Bear clan leader)

The Hopi say that their ancestors were the first people to come to America. Their people had to wander north, south, east and west. Finally they settled in the Southwestern part of the United States.

Even today, the Hopi preserve much of the way of life they set up long ago. For example the Hopi pueblo (village) or Oraibi was started in the twelfth century, and has been lived in ever since.

The Hopi villages were on the mesas (flat topped hills). But their fields of corn, beans, squash and melons were down in the desert. The people climbed down to take care of them each day.

It was a hard land, but the Hopi felt that this just made them remember their religion better. They believed that only the proper ceremonies could make the rain come, the plants grow, and help them get other things they needed. Because of this feeling, religion was the most

important thing in Hopi life. Hopi leaders protected their villages by making sure the ceremonies were done right, not by fighting. The Hopi believed in being peaceful. They would only fight for their religion.

In Oraibi, the chief always came from the Bear clan. This clan finished its wanderings first and had great spiritual power. To be chosen as chief, a man had to know the ceremonies and lead a good and holy life. A chief who became unworthy would be taken from office by the other leaders. The elders of the other clans advised the chief. Their power came from what their clans had done in the past and the ceremonies they knew. The amount and value of the land given to each clan to use depended on when the clan had arrived in the old times and the importance of the ceremonies it did for the village. Different clans were in charge of different ceremonies. During the ceremonies, they set up guards to keep anyone from disturbing them.

The chief and elders arranged and worked out the ceremonies with each other so that the village would do well. They also made sure people obeyed their religious rules. They discussed problems until they agreed on what to do about them.

EXERCISE 2. REVIEW QUESTIONS

1. What did people in all three tribes think a leader should be like?

2. How did a man get to be a leader in each of the three tribes:

   a. Among the Pawnee, he _____

   _____

   _____

   b. Among the Iroquois, he _____

   _____

   _____

   c. Among the Hopi, he _____

   _____

   _____

3. What were two kinds of things that the tribal councils always decided?

   a. _____

   b. _____

4. Give two reasons why the people did what their chiefs said:

   a. _____

   b. _____

5. What did each of the three tribes do to a bad leader?

   a. The Pawnee _____

   b. The Iroquois _____

   _____

   c. The Hopi _____

6. When did the councils meet in each of the three tribes?

   a. The Pawnee met _____

   b. The Iroquois League council met _____

   _____

   c. The Hopi leaders met _____

   _____

7. How did the councils make a decision?

   _____

8. You have learned about the four functions of government: Administration, Enforcement, Legislation, and Services. Which of these things did the tribal councils do?

EXERCISE 2. REVIEW QUESTIONS

1. What did people in all three tribes think a leader should be like?

   A good man, someone with self control, someone who would work for the good of the people.

2. How did a man get to be a leader in each of the three tribes:

   a. Among the Pawnee, he *had to be of a chiefly family, of good character, a good hunter, called to be a leader. Then the other leaders might ask him to join the council.*

   b. Among the Iroquois, he *had to be wise, good, healthy, and over middle age. Then the older women of his mother's family might choose him to represent it.*

   c. Among the Hopi, he *had to have a good character and know the ceremonies.*

3. What were two kinds of things that the tribal councils always decided?

   a. *how to make war*

   b. *whether to move and where--what to do about criminals*

4. Give two reasons why the people did what their chiefs said:

   a. *They respected them.*

   b. *The chiefs found out what the people wanted to do.*

5. What did each of the three tribes do to a bad leader?

   a. The Pawnee *ignored him.*

   b. The Iroquois *women warned and then had him punished or fired if he didn't improve.*

   c. The Hopi *clan leaders might take his job away.*

6. When did the councils meet in each of the three tribes?

   a. The Pawnee met *whenever there was something to decide*

   b. The Iroquois League council met *at least once every five years or whenever a problem came up*

   c. The Hopi leaders met *when it was time to plan the ceremonies or when there was something to decide*

7. How did the councils make a decision?

   They talked about the questions until they all agreed on what to do.

8. You have learned about the four functions of government: Administration, Enforcement, Legislation, and Services. Which of these things did the tribal councils do?

   The tribal councils performed the function of administration--they had to coordinate tribal activities and make decisions. They also sometimes were in charge of enforcement, when a criminal had to be dealt with or they decided how to defend the tribe from enemies. The councils did not think up laws for the people and write them down, but they knew what the customs of the tribe were, and found out how the people felt about things before making decisions. These decisions might then become part of the tribe's customs.

Exercise 3. Read All About It

This exercise consists of an open-ended activity which can be continued throughout the unit or longer. The object of the exercise is for the class or each workgroup to produce either a scrapbook or a display of newspaper and magazine articles featuring U.S., state, or local government agencies, offices, or officials. Doing this will improve students' ability to identify government activities and to understand what government is and does.

Unless there is some source of old newspapers easily accessible to students, you will probably have to locate newspapers, magazines, etc. for them to look through. Ask friends, neighbors, clubs or organizations that take a newspaper, etc., to save their old issues for you. If possible, include newspapers dealing with Indian affairs, such as Akwesasne Notes. Give each workgroup a couple of newspapers for a starter, and hand out more at intervals throughout the unit. This is a good way of filling in spare moments of class time, providing a breather between other activities, etc. If possible, give students file folders for their articles (four per workgroup, one for each function of government) or show students how to make folders from construction paper or the like.

Briefly review what students have learned so far in this Activity--that all communities have to meet certain needs, and that government exist to help them do this. Point out that in many places, people can take care of things like getting food without any help, and in these places, the government does not have to be involved. But in a large and complicated society, some kind of government agency seems to be involved in everything, if only to make sure that people are doing things right.

Tell students that in this exercise they will be looking at newspapers and magazines to find examples of what government does. Then they will prepare a display or scrapbook to show what they have found out. They should look for articles with titles like these: "A Hunt for Clues in Bombings in Three Cities;" "State Expects Big Savings on Welfare," etc.

When they find an article which they think mentions government, they should look at it carefully to find out what function of government is involved. They talked about these functions in Exercise 1. If necessary, write them on the board again and define them; Administration--deciding how to do things and getting people to work together; Legislation--making rules about safety, quality, use of resources, etc.; Enforcement--protecting people and making them obey the rules; Services--doing things for people.

On the back of the article they should write the name of the need being met by the government agency, etc., described in the article. For instance, and article about police recruitment would refer to the need for security. They should also note what kind of government is involved--national, state, local, (city or county), or tribal. Articles should be kept together according to the function they deal with until students are ready to use them.

If space permits, these materials will make an interesting display. Otherwise, get heavy paper on which to mount articles, and have workgroups make scrapbooks. Displays and scrapbooks should be organized according to government function (administration, legislation, enforcement, services) since this is the aspect of government most closely related to public service careers.

Additional Activities

In order to increase the relevance of this Activity, locate materials which include information on the traditional governments of tribes with representatives in your class. Have students prepare reports on these governments, how they functioned, how their leaders were chosen, etc.

Information on resources which might be useful with this Activity is presented on page 137 of this Teacher's Guide.

Activity 2."The System"

GOAL: To help students understand the basic structure of American government

OBJECTIVES: Students will be able to:
Describe one way in which Indians contributed to the American governmental system;
Name the three *levels* of government and describe their relationship to one another;
Name the three *branches* of government and describe their functions;
Indicate how government at each of the three levels meets community needs; and,
Identify one job title at each level of government.

WHAT STUDENTS WILL BE ASKED TO DO

- Read descriptions of Federal government structure and of job of a BIA employee, and answer questions based on the readings
- Read descriptions of State government structure and of job of a state legislator, and answer questions based on the readings
- Read descriptions of Local government structure and of job of a city social worker, and answer questions based on the readings
- Play a game focussing on basic needs and how they are met by governments.

MATERIALS NEEDED

- duplicated pages as indicated in instructions for exercises
- extra paper
- 1 set of game cards per work group (masters, pages 52-59 of this Teacher's Guide)
- 1 scoresheet per student (master, page 60 of this Teacher's Guide)

PROCEDURE

Explain that in this Activity, students will be learning about some public service jobs. However, in order to understand what people in public service do and why, it will first be useful to see exactly how federal, state and local governments work. This is because most people in public service are employed by one or another of these governments.

For many students, this brief look at government structure will be a review, since they have probably covered the federal material at least in other classes. In fact, they may feel that they know all about government already--after all, they live in the middle of it. If that seems to be the case, ask them if they can answer questions like this:

How did Indians influence the form of our government?
How do the different governments help people meet their needs?
What is the difference between federal, state and local governments?
Are there Indians in the government?

Explain that when people talk about "the government" they can mean one of several things. They can mean the Federal government--the government of the United States as a whole. They can mean the State government--the government of one of the United States. Or they can mean local government--city or county government. In this Activity, students will learn something about how federal, state, and local governments are organized and what they do. They will also learn something about the people who work there.

Exercise 1. The Federal Government

This exercise, like the two which follow it, consists of a description of a government's structure and functions, a capsule biography of an employee of that government, and some review questions. In this exercise, the biography is of John Pichette, who works in the BIA office in Alameda, California.

Since the reading is rather long and complex, you may prefer to read it aloud or cover the material in lecture form. You also have the choice of having students answer the review questions individually in writing, or through discussion either in their workgroups or with the whole class. Sample answers follow each set of review questions, and can be given to the students so they can check their own work or used as a guide to discussion of the answers.

If you have decided to have students read this material, reproduce pp. 40-48 in this book and distribute them to the class. Before students actually read the material, you should make sure they understand the meaning of the following terms: federal, property, social security, international organization, executive, legislative, judicial, agency, the cabinet, armed forces, interior, commerce, welfare, labor, civil service examination, prosecution, constitution. Their meaning should be apparent from the context and content of the reading, but it may be a good idea to briefly define these words for them as well. If students have not studied the Constitution, you might briefly describe some of the "rights and freedoms"--it guarantees as well.

In connection with the John Pichette material, you may wish to have a class discussion about the BIA. The BIA is probably the agency of the Federal government with which Indian students will be most familiar. They may have somewhat mixed feelings about it. In fact, students may need considerable encouragement before they will express their feelings. You might encourage them to write the BIA for information, or have someone from the nearest BIA office come and speak to the class. Individual essays might be substituted for discussion.

During this exercise, students should also be looking for newspaper articles on federal government activities for their scrapbook on display.

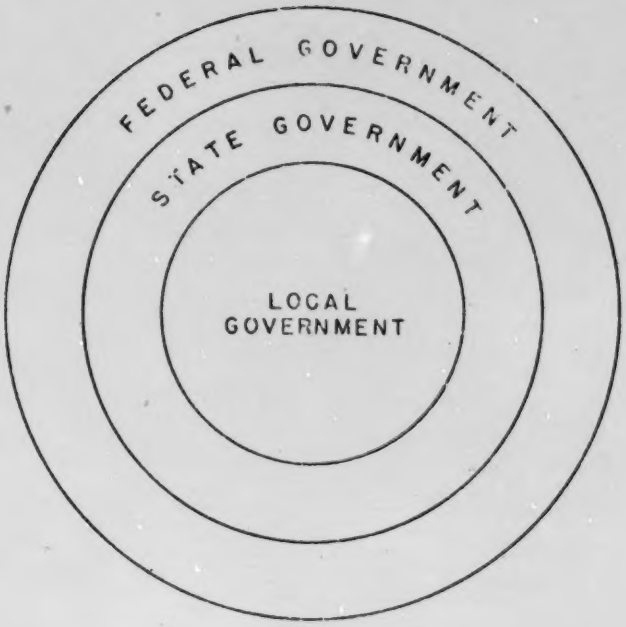
A slide tape on Indians in law and government in Washington, D. C. is available from the Career Education Demonstration Project for American Indian Children, University of South Dakota, Vermillion, South Dakota 57069.

EXERCISE 1. THE FEDERAL GOVERNMENT

During the 18th century, the English colonies in America became more and more unhappy about the way they were being governed. But they were used to acting separately. Alone, none of them could stand against England's power.

Benjamin Franklin, one of their leaders, knew about the Iroquois League. He saw that the League was strong. It allowed many tribes of Indians to act together. He told his friends that if the Indians could do it, they could too. They took his advice. They decided to form a Federal government to which all the colonies could belong without losing their own identity. (The new country also chose the eagle, which was also the totem of the Iroquois League, for its national bird!)

Like other governments, the Federal government of the United States exists to protect the people of the country and make life better for them. If you wanted to draw a picture showing how the Federal, state, and local governments are related to each other, it would look like the one on the next page.



Usually the Federal government has control over the State governments and the State governments have control over the local governments. But there are many things that each government does on its own. The other governments do not do these things. On the other hand, in some need areas, all the governments may work together.

The Federal government does many things for the people of the United States. Here are some of them:

1. making and enforcing laws for the whole country
2. collecting taxes
3. protecting people and their property
4. running the postal (mail) system
5. building roads and highways
6. managing a social security system
7. helping to control agriculture (farming), business, and labor
8. supporting the army, navy, and air force
9. taking part in international organizations to improve peace, health, and education.

The basic pattern of the government of the United States is set up in the United States Constitution. The Constitution is the basic collection of laws of the United States. It protects the rights and freedoms of the states and the people. It also divides the Federal government into three branches: executive, legislative, and judicial. (Does that remind you of the roots or branches of Degandawida's spruce tree?)

The Federal Executive Branch: The President of the United States is head of the Executive Branch of the United States government. The Executive Branch includes the people who work directly for the President, the Executive Departments, and certain independent agencies.

A Secretary heads each of the nine main departments of the Executive Branch. Together, the nine Secretaries make up a group called the Cabinet. The Cabinet advises the President on many matters. Many other people also work in each of the departments.

The nine departments and the areas they control are:

1. State - relations of the United States with other countries
2. Treasury - money
3. Defense - wars, armed forces, weapons and so on
4. Justice - enforcement of laws, prosecution of criminals
5. Interior - use of natural resources (includes the Bureau of Indian Affairs)
6. Agriculture - farming, cattle raising and so on
7. Commerce - trade between states and with other countries
8. Labor - unions, rights of working people and so on
9. Health, Education and Welfare - schools, keeping people well, helping poor people.

Certain independent agencies also belong to the Executive Branch. Some of these agencies control special areas, such as atomic energy or labor relations. Others help to watch over business, trade, and other such things.

To get some government jobs, you must first take the Civil Service examination, and get a good score in the area that goes with the job you want. Other jobs, like congressman, you must be elected by the people. Still other jobs, like Judge on the Supreme Court, are appointed.

Federal Legislative Branch: The Legislative Branch makes the laws for the Federal Government and the country. The most important part of the Legislative Branch is the United States Congress. One part of the Congress is called the Senate. It has two members from each state. The other is called the House of Representatives. It contains 435 members, divided among the states according to number of people who live there. (A state with a lot of people has more representatives than a state with few people, but both have the same number of Senators.)

The main job of Congress is making and changing laws. Congress also decides on the amounts of Federal taxes and on what will be done with the money that is collected. It has the power to declare war and certain other powers.

Besides Congress, the Legislative Branch also includes five administrative agencies. The Government Printing Office and the Library of Congress are among these.

Federal Judicial Branch: The head of the Federal Judicial Branch is the Supreme Court. This branch includes about 90 Federal District Courts and 11 Federal Courts of Appeal or circuit courts. Although most trials are held in city or county courts, Federal courts decide cases that involve the Constitution and Federal laws. Any law case can be appealed to the Supreme Court if people feel that the law involved goes against something in the Constitution.

Working for the Federal Government

Jobs are available in all the areas of Federal government you have just read about. Many of these jobs are with government agencies.

The Bureau of Indian Affairs is one government agency you probably know something about already. The BIA is part of the Department of the Interior. It has twelve Area Offices. These offices are in charge of the Agencies on the various reservations. The BIA's job is to give to Indians any government services which are not taken care of by the states or by the tribes themselves. These services can be anything from road building, teaching, and resource management to accounting and computer programming.

Today, the BIA is trying to get more Indians to work for it. Many Indians now hold positions of great responsibility in the BIA. John Pichette from Oregon is one of the Indians in the BIA. He heads the BIA's Adult Vocational Training Office in Alameda, California. His office helps Indians in the Bay Area find school, houses, doctors, get money for their families; and so on. It is in a building belonging to the government. His staff includes counselors and office workers.

Mr. Pichette says that the BIA offers many on-the-job training programs for young people. To work for the BIA, a person must be a high school graduate with a good record. He or she must also pass the Federal Entrance Exam. Then he or she can start out as a clerk, technician, or assistant. Later the person may go on to more important jobs.

Mr. Pichette warns that people who work for the BIA must be willing to move to where the jobs are. They will probably have jobs in several places before they get one on their own reservation.

If you are interested in working for the BIA, talk to the career development officer at the Agency on your home reservation. Ask for information on how to get into the field you want.

People don't always agree on whether the BIA is doing a good job. But whatever you think of the BIA, working for it does offer a chance for Indians to get into the Federal government. It is one way an Indian can help to control the way the government treats Indian people.

REVIEW QUESTIONS FOR EXERCISE 1

1. What are six things the Federal government does for people?

   a.

   b.

   c.

   d.

   e.

   f.

2. In what way is the U. S. Federal Government like the Iroquois League?

3. The basic collection of laws of the United States is called the

   _____

4. The three branches of the Federal government are:

   a.

   b.

   c.

5. Describe one thing that each of the three branches of the Federal government does that is the same as one of the things traditional Indian tribal councils did:

   a.

   b.

   c.

6. The branch of the Federal government the BIA belongs to is the

_____

7. If you want to find out about a job in the BIA you should talk to

_____

8. Some other job titles of people in the Federal government are:

   a.

   b.

   c.

   d.

   e.

REVIEW QUESTIONS FOR EXERCISE 1

1. What are six things the Federal government does for people?

   Any of these:
   a. *making and enforcing laws*
      collecting taxes
      protecting people and property
   b. *running post office*
      building roads
   c. *running the social security system*
      controlling farming, business, labor
   d. *taking part in international organization*
      supporting the Army, Navy, Air Force
   e.
   f.

2. In what way is the U. S. Federal Government like the Iroquois League?

   Both are a larger government that unites a group of smaller ones.
   The eagle is the symbol of both.

3. The basic collection of laws of the United States is called the

   Constitution.

4. The three branches of the Federal government are:

   a. *Executive*
   b. *Legislative*
   c. *Judicial*

5. Describe one thing that each of the three branches of the Federal government does that is the same as one of the things traditional Indian tribal councils did:

   a. *Executive--makes decisions and coordinates activities*
   b. *Legislative--represents the people, decides on peace or war*
   c. *Judicial--decides what to do with criminals*

6. The branch of the Federal government the BIA belongs to is the

Executive Branch (Department of the Interior)

7. If you want to find out about a job in the BIA you should talk to

the Career Development Officer at the Reservation Agency.

8. Some other job titles of people in the Federal government are:

Any of these: *President*

a. *Senator*, *Representative* } *Congressman*
Federal Judge

b. *Secretary of State or other depts in cabinet*
Research clerk in Atomic Energy Commission
Ranger in a national park

c. *Private in U. S. Army*
Accountant for Internal Revenue Service
Or any other Federal jobs

d. *Students may think of*

e.

Exercise 2. State Government

The reading for this exercise is on pp. 54-59 of this book. As in Exercise 1, you may prefer to give students this material orally instead.

State government is often less visible than Federal or Local governments and their officials. However, participating in State government can give Indians a chance to influence laws and policies that affect their own communities. Students may not be aware that in several states, Indians have been elected to represent their people in State legislatures. The career example in this reading is that of a legislator.

Terms in this reading which may require extra explanation are: corporation, welfare, authority, lieutenant governor, treasurer, attorney general, appeal, claims, district, outstanding.

After students have completed the review questions and discussed the answers, bring up the question of State politics. This will be especially relevant if there has been a State election recently or if one is coming up. Topics for discussion might include whether or not there are any Indians running for office; if not, why not; and if so, what chances they have or had for election. If possible, someone (preferably an Indian) who has run for elective office should be invited to speak to the class about campaigning. In an election year, a class field trip to a political rally would also be of interest.

Have students check newspapers for articles which can be added to their scrapbooks or display.

EXERCISE 2. STATE GOVERNMENT

The Mohawk, Seneca, and other tribes in the Iroquois League took care of their own tribal affairs. The League did not take care of these things for them. In a similar way, state governments of the fifty states in the United States do many things for people which the Federal government does not do. The United States Constitution says some powers are for the states only

But state governments also provide some of the same services that the Federal government does. Often state and Federal governments work together to give people these services. Here are some of the things that state governments do:

1. uphold law and order and enforce criminal law
2. protect property rights
3. control corporations and businesses
4. control public education (schools and state universities)
5. operate public welfare programs
6. build and keep up most highways
7. operate state parks and forests
8. control use of state-owned land
9. have direct authority over local governments

Each state government is divided into three branches, just like the Federal government. The branches are the Executive, Legislative and Judicial branches.

State Executive Branch: The Governor is the Chief Executive of each state. He can hire, direct, and fire many state officials. He also works closely with the elected officials of the state in writing and passing state laws and working out a state budget.

A number of officials work under the governor. Most of them are elected by the people of the state. These officials include a Lieutenant Governor, a Treasurer, and an Attorney General. A State Executive Branch has many of the same departments that the Federal one does. These may include Agriculture, Labor, Education, Health, Business, and Welfare.

State Legislative Branch: The Legislative Branch of a state is very much like the Federal Legislative Branch, except that it deals with only one state. It makes state laws, decides how much tax money to collect and collects it. It decides how money is to be spent in the state government. It also can make changes in the state constitution. State legislators may serve either in the State House of Representatives or in the State Senate. They are elected by the people of their area.

State Judicial Branch: The Judicial Branch of a state settles cases which have to do with state laws. Many cases are handled by local courts within cities and counties. There are also Courts of Appeal and a State Supreme Court. County and municipal (city) courts include separate courts for Juveniles (young people), Small Claims, and other things.

Working for the State

Jobs in the three branches of state government are much like those in the Federal government. To get certain jobs, a person must be elected by the people of his or her area. Elected officials represent their people. Have you ever thought about trying to get elected to an office when you are older?

People must be elected to the office of legislator (State Senator or Assemblyperson). You probably remember that state legislators make laws for the state and decide how tax money will be spent. But do you know how a state legislator gets elected?

Each state is divided up into election districts by number of people or size, or both. The people in each district vote for people to represent them in the State Legislature. Basically, the only requirement for being a representative is to be the person that most people think will do the best job. However, in practice many things have an effect on who wins.

The kind of person who is elected in a district will depend on the kind of people who live there. People usually vote for people who are like themselves. They think that such people will best understand what they want and need. But sometimes they vote for people who are outstanding, even if they are different. People with good records in the Army are maybe elected. So are people who have been successful in business, or people who are known for their community service.

In order to be elected to office you usually have to belong to one of the big political parties, the Republicans or Democrats. A political party can give money, campaign workers, and advice on how to run a campaign. People who are going to run for office joing the party whose ideas are closest to their own.

Once elected, a legislator moves to the state capital, at least while the legislature is working. He or she has an office with a staff of clerks and research people. As new ideas for laws come up, the legislator reads them. He or she thinks about whether they will be good for the people. Sometimes the legislator goes back home to find out what people think about certain issues.

A legislator may help write laws. Or he or she may be part of a committee that keeps an eye on some other part of state government, such as transportation or education.

As citizens, all adult Indians have the right to vote. They should use it. By voting, they can elect people who will fight for laws that will be fair, get them their share of state money, and so on. In the past few years a growing number of Native Americans have been elected to state legislatures. In New Mexico there are James Atcitty, Wilbert Begay, Jake Chee. Lloyd House, Ben Hanley and Daniel Peaches have been elected in Arizona. And William Hensley, Ray Christianson, John Sackett, and Frank Peratrovich are Native American legislators in Alaska.

Being a legislator can be very exciting. It is one of the best ways of making "the system" meet people's needs. But it is also a lot of hard work. A legislator takes on a great responsibility when he or she agrees to represent the people. A good legislator should be honest and should be interested in serving and helping people, not in gaining personal power.

REVIEW QUESTIONS FOR EXERCISE 2

1. What is the difference between what a state government does and what the Federal government does?

2. People who make state laws are called _____

_____

3. What should a person who wants to be elected to public office be like? (give three qualities he or she should have)

   a.

   b.

   c.

4. Have any Indians in your area been elected to public office? _____

   Do you know their names?

5. Some job titles of people who work for the state are:

   a.

   b.

   c.

   d.

REVIEW QUESTIONS FOR EXERCISE 2

1. What is the difference between what a state government does and what the Federal government does?

   The State government does things only for people in their state.

2. People who make state laws are called *legislators/state senators or representatives assembly people*

3. What should a person who wants to be elected to public office be like? (give three qualities he or she should have)

   a. *have a good record in business, Army, or community service*

   b. *understand the people*

   c. *be honest, willing to take responsibility, like hard work*

4. Have any Indians in your area been elected to public office? _____

   Do you know their names? *Answer will depend on class discussion*

5. Some job titles of people who work for the state are:

   a. *governor, lieutenant governor*

   b. *treasurer, attorney general*

   c. *state legislators*

   d. *Highway Patrolman,*

      members of State Board of Education, etc., and others

Exercise 3. Local Government

There is considerable variety in the size and organization of city and county governments, which makes them difficult to describe in a simple manner. On the other hand, government at this level should be the most accessible to students, since it is literally all around them. For this reason, this exercise is capable of considerable expansion.

Social work was chosen as the subject of the job description in this exercise because a social worker has a great opportunity to work with people, especially in urban areas, where many Indians may have problems. A social worker can help these Indians (and others) get settled and adjusted to the new environment. Other city employees with high visibility are law enforcement personnel, the fire department, health workers, and of course, the people who work in the school system. Depending on interest and availability of material, you may want to discuss some or all of these jobs also. No matter what the size of the nearest local government, it should be possible to find someone in it who will be willing to come and speak to your class.

Read the material on pp. 63-68 aloud, or reproduce it and give to students. Afterwards, have them answer the review questions on p. 69 . Sample answers follow.

Terms to watch out for are: legal, urban, rural, sewage and sanitation, licensing, regulation, recreation, substitute, notable.

Bring in copies of local newspapers from which students can cut articles on local government for their scrapbooks or display.

EXERCISE 3. LOCAL GOVERNMENTS

Federal and state governments are very important. But local government is the government that most of us meet most often. This is the government of the area right around the place where we live.

The governments of counties, cities, villages, towns and so on are local governments. Local governments also include school districts and special districts. The state has legal control over all local governments.

Forms of local government vary from place to place. Many cities have a City Council and a Mayor. Others have a commission or a city manager or both.

The governments of urban (city) areas are often called Municipalities. Those of rural (country) areas are often called Townships. Both provide many of the same services for their people. These include police and fire protection, street and traffic control, and health and welfare services.

School districts are local government units, too. They control the various public schools, including elementary schools, junior high schools, high schools, and community colleges.

Special districts or commissions control a number of local functions such as those listed below. A given city or township may not have separate commissions for all these things.

1. fire protection
2. police departments and courts
3. sewage and sanitation
4. business licensing and regulation
5. school systems
6. airports, bus systems
7. libraries
8. hospitals and health services
9. parks and playgrounds
10. roads and highways

Working for the City

The public service workers that you are most likely to meet are people who work for a local government. People who work in Social and Economic Services are one kind of city employees who deal directly with people. Some Indians have chosen social work as a career because they wanted to help other Indians make the change from reservation to city life.

Social workers talk to people and try to find out what their individual and family needs are. They try to help the people understand and solve their problems. They may direct people to a particular service or agency which can do something for them. They help people with such things as finding jobs, borrowing money or arranging for child care.

Some social workers work mainly with people in groups. They try to help people learn to understand themselves and others better. They teach people to work with others to get something done. They may plan and run special activities for children, teenagers, or old people. The activities may happen in the community or in places like homes for the aged.
homes for the aged.

The community organization worker is another kind of social worker. He or she helps plan and develop health, housing, welfare and recreation services for neighborhoods or larger areas. This kind of social worker tries to get social services to work together to help people in an area. He or she may also work to raise money for community social welfare activities.

People are important, and those who are going to work with them should be well-trained. Social workers usually must go to college or get experience in working with people before they begin social work. Graduate study in social work is a good idea. But, in some cases, knowledge of the people you will be working with can be substituted for school.

Personality is even more important than training for a social worker. Social work is work with people. Often it is work with people who have problems. For this reason, it is very important that a social worker likes and cares for people. He or she must have sympathy for other people's feelings and problems. A social worker must be able to work with people whom he or she disagrees with. He or she must be "cool" enough to deal with unexpected situations, too. A social worker needs the ability to plan a realistic program of work, to follow through on that work, and to help others do the same.

Leah Hicks Manning (Shoshone-Paiute-Cherokee) is one Indian woman who has made a notable career in social work. She has combined raising a family with her work. In fact, she finished graduate school after her children were grown up. Another Indian in social work is Nellie Kirk (Navajo). She has been a social worker both on the reservation and in the Bernalillo County Department of Public Welfare. Many other Indian men and women also act as social workers either for government agencies or in programs sponsored by Indian centers.

If you are interested in social work, you can get more information about this career. Just write to the National Commission for Social Work Careers, #2 Park Avenue, New York City, N.Y., 10016.

EXERCISE 3. REVIEW QUESTIONS

1. What are four services that your local city or county government offers?

   a.

   b.

   c.

   d.

2. What does a social worker do?

3. What do you think a social worker should know in order to work with Indian people?

4. What other job titles of people who work for the city can you name?

   a.

   b.

   c.

   d.

EXERCISE 3. REVIEW QUESTIONS

1. What are four services that your local city or county government offers?

Any of these:

a. *fire protection*
   police
b. *sewage and sanitation*
   business licensing and control
c. *schools*
   transportation (bus, streetcars, etc.)
d. *libraries*
   hospitals and health services
   parks and playgrounds
   roads
   social services

2. What does a social worker do?

Helps people find jobs, get money, health care, or other services, solve personal problems, take care of their children, helps communities organize to help themselves.

3. What do you think a social worker should know in order to work with Indian people? *Answers will depend on student opinions*

Possibilities include: respect for Indians, understanding of Indian culture and values, self-control, modesty, etc.

4. What other job titles of people who work for the city can you name?

a. *mayor, city manager*

b. *policeman, fireman*

c. *doctor in city or county hospital*

d. *garbage collector*
   bus driver
   teacher
   librarian
   playground director
   streetcleaner
   road worker
   etc.

Exercise 4. "Managing the Community"

The purpose of this game is to reinforce the concepts of basic governmental functions which have been introduced in Activities I and II, and to give students some idea of the variety of ways in which these functions, especially "services," can be performed. The game also will serve to break up the monotony of readings and exercises.

The object of the game is to have the most viable community, as represented by the highest score. In order to win, a student must have four basic cards (one each for the three government functions--administration, legislation, and enforcement--plus food, all represented by stars) plus six additional cards which cover the three remaining need areas (shelter, security, and aids).

Materials needed to play the game are:

- 1 set of game cards per group of 3-6 players. Masters for these cards are on pages 72-79 of this Teacher's Guide. Cover them with clear contact paper
- 1 scoresheet per player. Master for scoresheet is on page 80.

Divide students into groups of 3-6 players. If some workgroups have more than six members, some will have to move temporarily into other groups.

Explain to students that they will be playing a card game in which they must collect all the necessary things for a successful community. Remind them that they learned about the four main functions of a government in Activity 1, and now they have read about three ways of performing these functions, in the three levels of American government. Say that if they think back to the readings on traditional governments in Activity 1, they will realize that in some communities, many functions are performed by volunteers or private groups rather than by the government. It does not matter who does things, as long as they *are* done, and in a way that is acceptable to the people.

The card set in this game has cards representing seven need areas, including the needs for basic governmental functions and services. In any one area, some of the cards may represent public agencies, while others may stand for private or volunteer organizations. This variety is intentional. The function of services is covered by the needs cards.

Give each group of players a set of game cards already shuffled, plus a scoresheet for each player, and read the instructions beginning on page 80 of the Teacher's Guide or have the students read them. Make sure the students understand the instructions before you continue.

Remind students that each player has the option of drawing or passing. If they draw, they must place one of their original cards, face down, on the throw-away or discard pile.

As soon as one player thinks he has a winning hand, he can call for a tally. At this point, all players must add up their points and check to see how many of the seven need areas their cards cover. In order to win, a player must have cards in all seven areas, as well as the highest score. As students play and tally, you should circulate through the room and answer any questions that come up. The game may be played as many times as the class schedule allows.

ADMINISTRATION * 10 points

City Manager

Master's degree in
Business Administration

ADMINISTRATION * 10 points

Tribal Chairman

20 years experience
in government

ADMINISTRATION * 10 points

Governor

15 years experience in
government. Family
tradition

ADMINISTRATION * 8 points

Mayor

10 years experience in
government. B.A. in
Political Science

ADMINISTRATION * 8 points

Tribal Chairman

10 years experience
in government

ADMINISTRATION * 7 points

City Manager

B.A., 5 years experience
in government

ADMINISTRATION * 6 points

Mayor

B.A. degree
owns own business

ADMINISTRATION * 5 points

Chairman

good military record

LEGISLATION * 10 points

Elected Council of experienced men

LEGISLATION * 10 points

Elected Assembly of experienced men

LEGISLATION * 10 points

Elected Council of experienced men

LEGISLATION * 8 points

Council with mostly experienced men

LEGISLATION * 8 points

Council with mostly experienced men

LEGISLATION * 8 points

Council with mostly experienced men

LEGISLATION * 7 points

Council with some experienced men

LEGISLATION * 5 points

Council dominated by one party or faction

ENFORCEMENT * 10 points

Judges and Police force of local, well-trained men, sympathetic to people

ENFORCEMENT * 10 points

Judges and Police force of local, well-trained men, sympathetic to people

ENFORCEMENT * 10 points

Judges and Police force of local, well-trained men, sympathetic to people

ENFORCEMENT * 8 points

Judges and Police force of well-trained men

ENFORCEMENT * 8 points

Judges and police force of well-trained men

ENFORCEMENT * 7 points

Local police force and judge who is shared with another area

ENFORCEMENT * 7 points

Local police force and judge who is shared with another area

ENFORCEMENT * 5 points

Military units in area also provide police

FOOD * 10 points

Enough good land to raise food for everyone

FOOD * 10 points

Good land for some crops, good transportation to bring in other food, and jobs to earn money to buy it

FOOD * 10 points

Good hunting and fishing and good land for raising corn

FOOD * 10 points

Enough good land to raise food for everyone

FOOD * 8 points

Many jobs in community so everyone has money to buy food

FOOD * 8 points

Many jobs in community so everyone has money to buy food

FOOD * 7 points

Government services provide food for people without enough money

FOOD * 7 points

Government services provide food for people without enough money

SHELTER 5 points

Warm climate so simple houses, few clothes etc. are enough

SHELTER 5 points

Community has enough houses, good fuel supply, good clothes

SHELTER 5 points

Community has enough houses, good fuel supply, good clothes

SHELTER 4 points

Moderate climate, so houses don't have to be heated. Enough clothes

SHELTER 4 points

Moderate climate, so houses don't have to be heated. Enough clothes

SHELTER 3 points

Not quite enough houses

SHELTER 3 points

Enough houses, but fuel expensive

SHELTER 2 points

Not enough houses or fuel. Clothes expensive

SECURITY 5 points

Community has good public hospital, movie theater, church, ceremonial center and attractive buildings based on traditional ideas

SECURITY 5 points

Community has public health clinic and access to county hospital, regular ceremonies, tribally owned recreation center and attractive setting

SECURITY 5 points

Community has tribally owned hospital, recreation center, religious leaders and art co-op.

SECURITY 4 points

Community has public health clinic, sports center and religious leaders

SECURITY 4 points

Community has small hospital, movie theater, church, and traditional religious leaders

SECURITY 3 points

Community has doctor, social center which can be used for religious services

SECURITY 3 points

Community has doctor, social center which can be used for religious services

SECURITY 2 points

Community is visited by doctor and minister once a month

AIDS 5 points

Community has bus system 2 newspapers, city school district and Indian owned hardware department stores

AIDS 5 points

Community has airport, tribal radio station, local BIA school, privately owned department store which makes deliveries

AIDS 5 points

Community has tribally owned newspaper and department store. Tribe maintains roads system. Schools part of state system.

AIDS 4 points

Community has good roads, BIA maintained. Nearby town has many stores. Children commute to town schools.

AIDS 4 points

Most community members have boats. Nearby town has many stores. Children go to church-run boarding school.

AIDS 3 points

Community has 1 state highway and some other roads. The nearest stores are several hours' drive away. Children go to BIA boarding school.

AIDS 3 points

Community has 2 well-stocked trading posts. Most travel is by foot or boat. Many people have radios. Children can take classes over radio.

AIDS 2 points

Community has one trading post, which serves as a communication center. Travel is by horseback. Children go to BIA boarding school or not at all.

WILD CARD 8 points

GOVERNMENT GRANT!

5 MILLION DOLLARS

WILD CARD 4 points

GOVERNMENT GRANT!

ONE HUNDRED THOUSAND DOLLARS

WILD CARD 6 points

GOVERNMENT GRANT!

1 MILLION DOLLARS

MANAGING THE COMMUNITY - Scoresheet

Areas:	Game 1 Points	Game 2 Points	Game 3 Points	Game 4 Points
ADMINISTRATION				
LEGISLATION				
ENFORCEMENT				
FOOD				
SHELTER				
SECURITY				
AIDS				

EXERCISE 4. "MANAGING THE COMMUNITY"

What do you have to have if you want a community in which everybody has everything he or she needs? In Activity I you learned about the four basic functions of government a community, a state, or a nation has: administration, legislation, enforcement, and services. Certainly people need to have all these things taken care of. But people have other needs, too. Food, entertainment, and religion are among these. In some places, people take care of these things for themselves. In others, government takes care of some or all of them.

In this exercise, you will play a card game. The object of the game is to get 7 cards representing basic needs and government functions. Each card has a point value. The winner will be the one who gets all 7 cards, and the highest score, first.

Here is what you do:

1. Your teacher will divide you into groups of three to six people. Each player will get a score sheet. Each group will get a set of cards. The cards should be placed face-down on the table.

2. Each group should choose a dealer. The dealer will deal out 7 cards to each player. When you get your cards, do not let any other players see them.

3. Check your hand and compare it with the score sheet. Do you already have cards in all the 7 areas listed? If you do not, plan to get rid of the extras and take your chances on getting the cards you need.

4. The dealer will take the first turn. Then the person on the dealer's left will have a turn. Then the person on that person's left will have a turn, and so on until everyone has had one.

5. When it is your turn, you may either draw a card from the pile, or pass. If you decide to draw, you must first put one of the cards you have now, face-down, into the throw-away pile (a new pile next to the draw pile).

6. Not all cards in an area have the same point value. Cards with a star are worth 5-10 points. Other cards are worth from 1 to 5 points. You may want to try to get area cards with higher point values than the ones you have.

7. When the draw pile is all gone, use the throw-away pile for a new draw pile. Start a new throw-away pile, too.

8. The deck includes three "Government Grant" cards. These are wild cards. They can be used to substitute for any missing area except the four basic government functions, which have stars.

9. As soon as you think you have a winning hand, you can call for a count or tally. In order to win, you have to have one card in each of the 7 need areas listed below. When you have those, add up the point values for all the cards in your hand. Use your scoresheet for this. Compare your score with those of the other players. Who is the winner?

10. At the end of the game, reshuffle the cards. The game may be played as many times as your class schedule allows.

In this game, the needs and functions which must be fulfilled are:

administration (includes coordination and decision-making)
legislation (law making, representing the people)
enforcement (defense, justice, regulation)

food (water, vegetable, meat)
shelter (housing, clothing, warmth)
security (health, religion, art, entertainment)
aids (tools, transportation, communication, education)

Additional Activities

The Additional Resources section on pages 137-152 of this Teacher's Guide contains descriptions of a number of audio-visual materials which can be used at this point in the unit. As indicated in the discussion of each exercise, speakers and field trips are also extremely appropriate for this subject matter.

You should make every effort to arrange for students to interview government employees. If this is done, the following questions should be asked:

What is your job title?
Why did you choose this job?
What training did you need to get this job?
What other jobs have you had before this one, and what jobs do you hope to be promoted to someday?
What are your responsibilities--what do you do on a typical day?
Where do you work?
Who works with you?
What are your biggest problems and your biggest rewards from this job?

For more information on careers in the areas of Administration Services, or Enforcement, whether Federal, State, or local, the *Public Services Occupations Curriculum Guide*, published by the California State Department of Vocational Education (see Bibliography for more detailed information) is highly recommended. Careers in Government Agency management; social and economic services; education; resource management; rural, urban or community development; public safety; corrections or judicial services; regulation; and transportation are covered in detail.

If time allows, students might be encouraged to prepare reports on specific careers in Federal, State or local public service.

Activity 3. Indian Self-Government

GOAL: To help students understand the history, functions and problems of contemporary Indian governments

OBJECTIVE: Students will be able to:
Identify similarities and differences among three contemporary tribal governments;
Describe the structure and functions of an urban community center;
Name three Indian organizations and describe what they do;
Identify at least one job title for each type of Indian government described.

WHAT STUDENTS WILL BE ASKED TO DO

- Read descriptions of contemporary Chippewa-Cree, Cherokee and Navajo tribal governments and answer review questions about this material
- Read description of an urban community center and of the job of its director, and answer review questions about this material
- Read description of Indian voluntary organizations and answer review questions about this material.

MATERIALS NEEDED

- extra paper
- reproduced pages from this Guide as indicated in exercise instructions

PROCEDURE

This Activity can be the most difficult and also the most rewarding part of the unit. In many tribes the issue of what kind of government is needed and who should be in it excites passions just short of violence. Urban Indian centers can also feature some complicated political manipulation. Some Indian organizations, such as AIM, are nationally famous, or notorious, depending on your point of view.

You may want to begin this Activity by discussing the question of self-government. Ask students how they think self-government differs from government by others. Also, try to get them to think about what *representing people* means. Do people necessarily represent you just because you voted for them? Who are the leaders in the school, in the class? How did they get to be leaders, and why do people follow them? To what extent do they really represent people in the school or the class?

Exercise 1. Tribal Governments Today

This exercise begins with an introduction which discusses some of the legislation that has most affected the status and governments of Indian tribes, and gives a summary of some of the problems facing Indian tribal governments today. This introduction is followed by brief descriptions of the governments of the Chippewa-Cree reservation in Montana, the Oklahoma Cherokees, and the Navajo nation. These descriptions focus on the nature of formal governmental structures and on the services offered by each tribe to its people. The readings for this exercise begin on pages 86-97 in this book and read them aloud.

Terms in the readings which should be explained include: termination, agent, dictator, reorganization, gradually, commit a crime, interpret, issue, economic development, finance, sub-committee, contract, mineral, exploration lease, emigration, dissolve a government, popular vote, non-profit, bilingual education, central, population, scattered, income, political unit, nutrition, enterprise, lease, irrigation.

When students have finished the reading, give them the review questions on p. 96 . Sample answers follow, and can be used by students to check their own work. The questions should also be discussed in class.

The questions at the end of the exercise bring up some points which may be sensitive. The democratic process may be ideal for people brought up in the Anglo-Saxon tradition, but is it necessarily the best way for everyone to govern themselves? The traditional Indian method of government by consensus was not always efficient, but it did produce cohesiveness among the people being led. Students may need some encouragement to face these issues and to be frank about their reactions.

If interest and materials permit, you might also want to have students describe what they know of their own tribal governments as they presently exist--how the government leaders are chosen, what problems they face, what services the government provides, how it is organized, etc.

Have students collect newspaper articles on tribal government for their scrapbooks or display.

EXERCISE 1. TRIBAL GOVERNMENTS TODAY

Tribal government has changed a great deal since the Europeans arrived in America. During the 19th century and part of the 20th, most tribes were not allowed to run themselves according to their own ways. Instead, the BIA appointed agents to govern the tribes. Some of these agents worked hard for the people, but some of them thought they knew what Indians needed better than the Indians did. But now three important laws have been passed. These laws have made a great difference in the kinds of governments Indian tribes have.

The first of these three laws was the Indian Reorganization Act. It was passed in 1934. It allowed tribes to write constitutions (sets of laws) for themselves. They could elect councils and chairmen, too. But the constitutions had to follow the model of the U.S. Constitution. They set up governments in which questions were decided by voting, instead of by consensus (talking until everyone agreed). This was quite a change from the old tribal governments.

Tribal members often did not understand the constitutions very well. The laws in them were not always suited to the tribes' needs and culture, either. But at least the Indian Reorganization Act did give the tribes some power over their own governments. Gradually, the BIA began to try to change its role from manager to advisor. This change has worked better in some places than in others.

In the 1950's, Public Law 280 gave certain states the right to bring their court systems onto the reservations. In these states, Indians who commit crimes are tried in state courts, not in tribal or federal ones. Some people think this is a good idea; others do not. Unfortunately, the question of how tribal law ought to relate to state and federal law is still very unclear.

In 1968, Congress passed the Indian Civil Rights Act. Its purpose was to make sure tribal governments give tribe members their civil rights. The courts are still trying to decide exactly what this law means. Some people think it means the same as the U.S. Bill of Rights. Others think that Indian civil rights should be interpreted according to Indian customs and values.

Tribal governments are like city and county governments in some ways. They have councils, like city councils. They have chairmen, who are like mayors. They give many services to their members. In other ways they are like state governments. For instance, they often deal directly with the Federal government.

Many tribal governments today have problems because they are not sure exactly what the law allows them to do. To help them, the Indian Law Center at the University of New Mexico School of Law in Albuquerque has set up an Institute of Tribal Government. At this Institute, people in tribal governments can get information and advice. Each tribe should have some members who are trained as lawyers. They can use their know-

ledge to serve their people. When this happens, some real progress may be made.

One problem that many tribal governments today must worry about is deciding who should be considered a member of the tribe. Must a person be full-blooded Indian to be a member? Must a person live on the reservation to be a member? These questions are important because only members of the tribe can vote on tribal issues. So the questions become, Who should be allowed to vote? On what issues?

Another problem is how to manage economic development of tribal resources. Tribes must learn how to stop non-Indian companies from controlling their resources. They also need to work out what their relationship to the Federal government should be, especially their relationship to the BIA.

On the following pages you will read about three tribes and how they govern themselves today: The Chippewa-Cree, the Oklahoma Cherokees, and the Navajo.

early Cherokee pottery motif

The Chippewa-Cree of Rocky Boy, Montana

The Rocky Boy Reservation is located in the north central part of Montana. Its 1,600 people live on about 107,613 acres. Most tribe members have small farms or ranches. The tribe has also begun developing a natural gas and mining industry. This industry should bring the tribe some extra income.

The tribe is governed by a 9-person Business Committee. The Committee is elected by the people of the tribe. The Chairman of this Committee acts as manager. There are also a Tribal Secretary and Treasurer. Committee members serve on various sub-committees, too. There are sub-committees for administration and finance, housing, health, census (counting the people), law and order, land use, the farm corporation, and welfare. The sub-committees study problems in their areas. They make suggestion to the Business Committee. The Committee then makes decisions or rules as they are needed.

The reservation has two tribal judges. These people are elected, too. They apply the tribal laws. If tribal laws don't cover a crime, the judges use state or federal laws. The Chief Judge must be of high moral character, healthy, and honest. However, at present he is not required to have any special training.

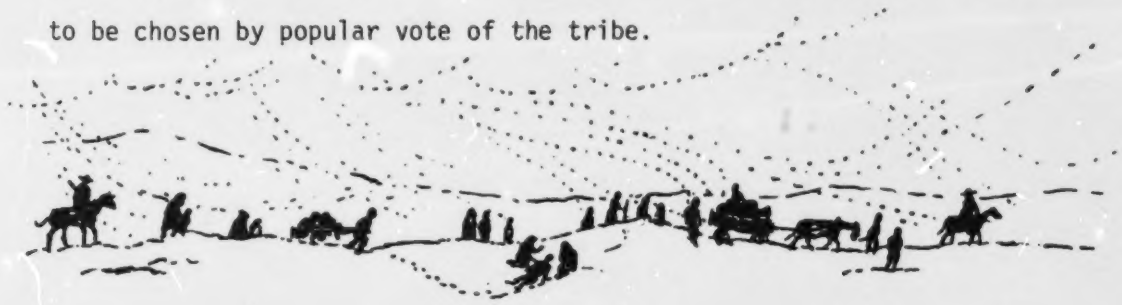
The tribal government provides a number of services to people on the reservation. Some of them are done by contract with the BIA. These services include law and order, social services, a tribal health board, alcohol and drug counseling, housing, and land use regulation. Economic services include a tribal timber industry, oil, gas and mineral exploration leases, a sawmill, hay project, cattlemen's loan program, farm, and recreation association.

Chippewa-Cree Quilled sewing basket

The Cherokee Nation in Oklahoma

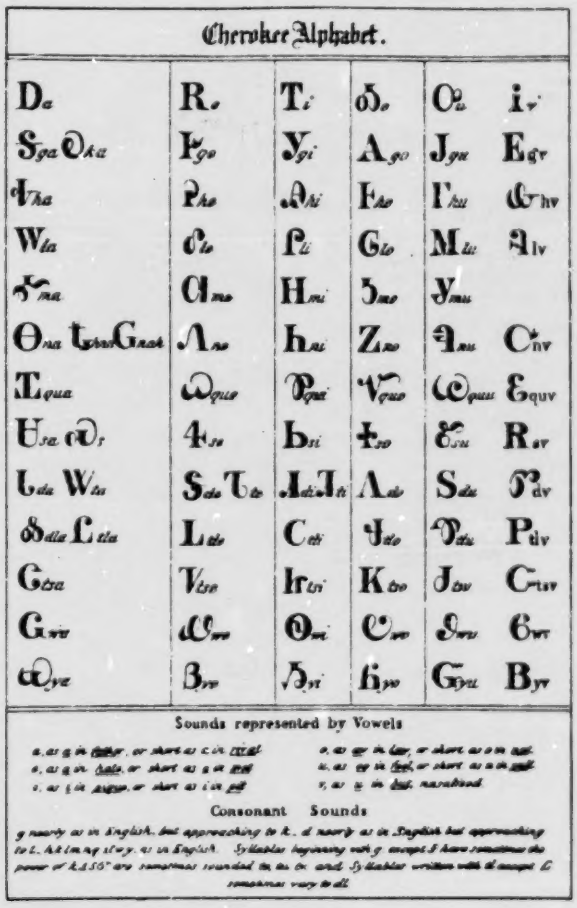
Cherokee Indian country covers 291 square miles near Oklahoma City. Its population is 21,414. Cherokees have lived in Oklahoma since 1838. At that time, most of them were forced to come to Oklahoma from their original lands in Georgia. (A small group, the Eastern Cherokees, stayed in North Carolina.) This emigration has become known as the "Trail of Tears," because thousands of Indians died on the journey. However, what was left of the tribe put itself back together again in the new land. It set up its government, school systems, and presses to print books in the alphabet invented by the Cherokee chief Sequoyah.

After the Civil War, non-Indian settlers began to move into Indian country. In 1906, as part of preparing Oklahoma to become a state, the governments of the Five Civilized Tribes, including the Cherokees, were dissolved. The only legal officer the tribe had after that was the Principal Chief. He was appointed by the U.S. government, not chosen by the Cherokees. Finally, in 1971, Congress passed an act allowing the Principal Chief to be chosen by popular vote of the tribe.



Today, many Cherokees want to have a tribal government again. At present, the Elected Cherokee Community Representatives Organization serves as an unofficial tribal council. It has no legal power, but it does have great influence. The "Traditional Cherokees" are a second influential group. A Constitution for the tribe is now being written. Tribal courts were abolished in 1898, so Cherokees now live under Oklahoma law.

Economic development and social services are managed by non-profit organizations set up to take care of them. Cherokee businesses include a housing project, factories, building, an office complex, and the Cherokee National Historical Society. Social services include a tribal work experience program, bilingual education program, arts and crafts training, employment assistance, health education, adult education, and land management. However, because there is no central organization for the tribe, tribal members sometimes have trouble finding out about these services.



Navajo Land, a Growing Nation

The Navajos are the largest Indian tribe today, with a population of over 140,000. They occupy some 25,000 square miles of territory. This land is spread over parts of Arizona, New Mexico and Colorado. The Navajos' country includes mountains, deserts, canyons and plains. However, there is very little water anywhere. The people live in small scattered groups.

The Navajo adopted the sheep, cattle, horses and peach trees introduced by the Spanish. By doing so, the tribe changed its economy without changing its culture. Today the tribe is looking into other sources of income which it can profit from while still keeping its traditions.

The basic political units for the Navajo are the 101 chapters. The people meet in chapter houses to discuss local issues. Tribal employees offer some of the tribal services there, too.

There are 75 representatives in the tribal council. They are elected, and so are the Chairman and Vice Chairman. The Navajo tribe operates under a code which is said to be one of the most complicated in the world.

Navajo Tribal Council Hall

Tribal services include health, day care, nutrition, job training, adult education, cultural education, a parks system with rangers, and a police department. Navajo schools are part of the state school systems. But they have Navajo school boards and many Navajos on their staffs.

Businesses inclue the Navajo Forest Products Industry, Arts and Crafts Enterprises, the Peabody coal lease, and an Irrigation Project. A whole new city is being built for the Irrigation Project.

Below is the Great Seal of the Navajo tribe. What does the design of the seal tell you about which things are important to the Navajos?

EXERCISE 1. REVIEW QUESTIONS

1. What are the names of three laws that affect Indians which were passed in the past 50 years?

   a.

   b.

   c.

2. a. What is one good thing about making decisions by voting?

   b. What is one good thing about making decisions by consensus (talking about the problem until everyone agrees on what to do)?

3. Look at this list of things that different tribal governments do for their people. Write "A" in the space next to the ones which are like things that tribal governments did long ago. Write "B" in the spaces next to the ones which are new.

   _____ decide what to do with criminals on Indian land

   _____ manage tribally owned businesses

   _____ make plans for the tribe

   _____ decide how to use tribal land

   _____ start educational programs

   _____ decide how to spend money

   _____ provide health services

4. Name some jobs of people who work for tribal governments:

   a.

   b.

   c.

   d.

EXERCISE 1. REVIEW QUESTIONS

1. What are the names of three laws that affect Indians which were passed in the past 50 years?

   a. *Indian Reorganization Act*

   b. *Public Law 280*

   c. *Indian Civil Rights Act*

2. a. What is one good thing about making decisions by voting?

   Each person has an equal voice in the decision--no one else has to know what you think

   b. What is one good thing about making decisions by consensus (talking about the problem until everyone agrees on what to do)?

   Everyone will be united behind the decision (no factions). Everyone will have time to think things over and hear all the arguments.

3. Look at this list of things that different tribal governments do for their people. Write "A" in the space next to the ones which are like things that tribal governments did long ago. Write "B" in the spaces next to the ones which are new.

   _A_ decide what to do with criminals on Indian land

   _B_ manage tribally owned businesses

   _A_ make plans for the tribe

   _A_ decide how to use tribal land

   _B_ start educational programs

   _A_ decide how to spend money

   _B_ provide health services

4. Name some jobs of people who work for tribal governments:

   a. *tribal chairman, vice-chairman, council member*

   b. *judge, policeman, ranger*

   c. *teacher, health worker*

   d. *worker in business like sawmill, etc.*

Exercise 2. Urban Indian Centers

The Urban Indian Center, a comparatively recent phenomenon, is a home-away-from-home for many Indians who have moved to the city. The coldness and complexity of the urban bureaucracy prevent many from taking advantage of the services the city provides, and the BIA and public health service, which met many needs on the reservation, are no longer responsible for them here. Into this gap the urban centers bravely step, and attempt with minimal staff and resources to meet the needs of the Indian community. The reading describes services provided by such a center, and the role of its director.

Terms in the reading which you may need to explain to students include: *coordinate, tact, tutoring, pressure group, legal aid, budget, volunteer,* and *policy.*

Read or reproduce and give to students the material on pp. 99-101 . It is followed by some review questions, on p. 102 . Students may be given the sample answers on p. 103 , or you may use them as the basis for your discussion of the questions.

As a part of this exercise, ask students to find out the names of at least one Urban Indian Center and bring or send away for a copy of its newsletter. Any city with a large enough Indian population to have a Native American Career Education class will undoubtedly have an Indian center as well, and most of the students will probably be familiar with it. If your school is located on a reservation or in a rural area, students may have relatives who have moved to cities. If possible, have them find out names and addresses of Indian centers from these relatives. These newsletters can be added to the students scrapbooks or displays.

One Indian center which puts out a very good newsletter is the Mid-America All-Indian Center, Inc., at 650 North Seneca, Wichita, Kansas 67203. Its newsletter is called the MAAIC NEWS.

Other activities which would be appropriate with this exercise would be a field trip to an urban Indian center, a report on one by a student in the class, or a visit to the class by someone who is or has been on the staff of such a center.

EXERCISE 2. URBAN INDIAN CENTERS

On some reservations there are many people and not many jobs so many Indians have moved to the cities. Most big cities, especially in the West, now have fairly large groups of Indians living in them. Once in the city, Indians may find jobs. But they often do not find the social support and friendship they had at home. Often, too, the services provided by the city are hard for Indians to find and use.

In order to draw the Indian community together, Indian Centers have been started in many cities. There is one in almost every city with any number of Indians in it. In the Centers, Indians from many tribes work together to help each other. The centers try to provide services that Indian people need, or they help people find out where such services are provided.

Services and activities at an Indian Center often include the following:

Indian dances and entertainment

classes in Indian arts

educational services, such as pre-schools, tutoring, and adult education

job counselling and placement service

services to help new families find housing and get settled

health clinics, advice on nutrition, information on how to use public health services, get food stamps, and so on

family counselling

programs to help alcoholics

programs to teach people about their rights and to help Indians organize as a pressure group to deal with the city

legal aid

The Indian Centers also serve as a means of communication and a place where Indian people can meet and make friends.

Many Indian Centers put out newsletters which tell people what is going on. Some have places where visitors can stay. The Centers often raise money by sponsoring social events. They also try to get grants and funds from government and private organizations.

The Indian Center Director's job is a hard one. He or she must arrange or coordinate all the Center's activities so that they don't get in each other's way. The Director must also manage the Center's budget so that the money won't run out. He or she must think of ways to find new money, too. The Director also may represent the urban Indian community in talking to government agencies in the area or to private organizations.

In order to do all these things well, the Director needs a lot of energy. He or she also needs imagination to find new solutions to problems, a deep understanding of Indian people, and the tact and firmness to get people to work together. The Director should be able to talk and write well. It helps to be good at arithmetic, too, to figure out the budget. But the most important thing is that the Director should never lose touch with the people he or she works with.

The Director usually has a small staff to help him or her. Some of the staff may be part-time or volunteer workers. They include people who can do secretarial work, people who teach classes, people who run programs, clinics and so on, and people who can be asked for advice about such things as legal or health problems. The Director may also work with a Board of Directors or a group of community representatives. Together these people make policy, express community needs, advise the staff and approve new programs.

EXERCISE 2. REVIEW QUESTIONS

1. Put a check mark next to the needs listed below which an Urban Indian Center may help people meet:

_____ a house to live in	_____ protection against criminals
_____ health care	_____ education
_____ entertainment	_____ transportation
_____ food	_____ communication
_____ tools	_____ religion

2. Is an urban Indian center a government? Yes _____ No _____

   Why or why not?

3. What are three qualities a director of an Indian center should have:

   a.

   b.

   c.

4. Name one Urban Indian Center you know about:

EXERCISE 2. REVIEW QUESTIONS

1. Put a check mark next to the needs listed below which an Urban Indian Center may help people meet:

✓	a house to live in	____	protection against criminals
✓	health care	✓	education
✓	entertainment	____	transportation
✓	food	✓	communication
____	tools	____	religion

2. Is an urban Indian center a government? Yes X No ____

Why or why not? *It is like a government in many ways--it provides services, has someone to administer and coordinate them, and has community representatives. On the other hand, it cannot make and enforce laws, or physically defend its people.*

3. What are three qualities a director of an Indian center should have:

a. *understanding of Indians*

b. *fact, the ability to work with people, firmness*

c. *speak and write well, do math*

4. Name one Urban Indian Center you know about:

Answers will depend on results of student research

Exercise 3. Indian Organizations

Belonging to an organization which is working for Indians is a form of public service that everyone can share. The reading on pp. 105-108 describes several of these organizations and gives a list of names and addresses of more.

Read or reproduce pp. 105-108 and give it to the students. Then, instruct them to choose one of the organizations on the list to write for information. Individual students can write to organizations, or the workgroups may compose group letters.

Students may need some help working out what to say. Questions which they might ask in their letters include:

What is the purpose of the organization?
What are some of the things it does?
What kind of people belong to it?
How do you join it?
Who are the officers, and what do they do?

If any of these organizations has a chapter in your area, contact them and ask if they can send a speaker to your class.

Some Indian organizations, like AIM (American Indian Movement), have aroused considerable controversy. If you can find newspaper accounts which deal with their activities, you might use them as a spring board for discussion or student essays which discuss the desirability or effectiveness of their actions.

When students have finished activities for this exercise, give them the review questions on p. 109 . Sample answers follow and should be made available to students to check their work.

Remember to have students add information on Indian organizations to their scrapbooks or displays.

Terms to explain include: *regional, local chapter, publications, interest group, publicize.*

Additional Activities

In addition to the suggestions for speakers, visits, etc. at the end of the discussion of each exercise, additional resources which might be used with this activity are listed on page 137 of this Teacher's Guide. If possible, obtain one or more copies of the book *Alcatraz Is Not an Island* and encourage students to look at it. It gives a good picture of the Pan-Indian movement, and is beautiful in itself.

EXERCISE 3. INDIAN ORGANIZATIONS

Organizations of people who share an interest have been part of American life for a long time. Lately a number of organizations of and for Indians have been started. Such groups may be national, regional, or local, or they may be national with local chapters.

Many of these groups work on some area or problem which affects Indians. Such areas include education, legal rights, and culture. The groups may hold conferences, workshops, or meetings. Or they may communicate mainly by newsletters and other printed publications. Usually they get money to support themselves by donations, grants, and sometimes sale of publications. They may have small paid staffs.

An interest group like this can do things that might not seem possible for so few people. For instance, by starting letter-writing campaigns or publicizing issues, a group can affect what laws the government passes. Representatives of Indian organizations often advise people dealing with Indians. They may also speak about Indian issues at meetings, to newspapers, or on TV.

Joining in such a group is one kind of work for the Indian cause that you can do while you are still a student or working at another job. A list of some of these organizations and their publications follows.

Some Indian organizations and their activities

American Indian Development and Education Foundation (AIDE) 205 W. Wacker Drive Chicago, Illinois 60606	Works to advance small businesses and scholarships in the Indian community.
American Indian Historical Society 1451 Masonic Avenue San Francisco, Calif. 94117	*The Indian Historian* Quarterly, $5 per year; single copies $1.40. Also books and pamphlets.
American Indian Movement (AIM) 1337 S. Franklin Ave. Minneapolis, Minn. 55404 (founded July 28, 1968)	Has a brochure, AIM. Branches reported in Cleveland, Denver, Seattle, Rapid City.
AMERIND (American Indian Movement for Equal Rights in Native-Indian Development) P.O. Box 482 Alburquerque, New Mexico 87103	Incorporated October, 1970. Chapters reported in Phoenix, Gallup, and Brigham City, Utah.
ARROW, Inc. (American Restitution and Righting Old Wrongs) 1346 Connecticut Ave. NW Washington, D.C. 20036	*Arrow*, quarterly. An NCAI affiliate, sponsors and finances welfare projects.
California Indian Education Assn. 708 Mills Ave. Modesto, Calif. 95350	*Early American* bi-monthy $3 annually
Indian Brotherhood Council 8545 Delaware St. Highland, Indiana 46322	Formed in 1971.
Indian Defense League of America Box 305 Niagara Falls, New York	
Indian Homemakers Association Box 8544 Station H Vancouver 5, British Columbia, Canada	*The Indian Voice*, monthly 30¢ a copy; $3.00 per year. Focus on Indian women.

National Congress of American Indians 1346 Connecticut Avenue, NW Washington, D.C. 20036 (Dues: Indians $5; non-Indian associate membership $10 yr.)	*NCAI Sentinel*. Promised monthly beginning mid-1970. Subscription $5 annually, or free with membership. *NCAI* is composed of both tribal affiliates and individual members. It is the largest Indian organization.
National Indian Youth Council 3102 Central Avenue SE Alburquerque, New Mexico 87106	*Americans Before Columbus*. Frequency unstated; subscription included with membership, $5 annually.
Native American Rights Fund 1506 Broadway Boulder, Colorado 80302	National Legal program to protect Indian rights and resources, clarify Indian law, and give tribes legal aid.
North American Indian Women's Council Mrs. James M. Cox, executive director 3201 Shady Brook Drive Midwest City, Oklahoma 73110	Organized 1970 at Colorado State University Ft. Collins, Colorado.
United Indians of All Tribes P.O. Box 508 Seattle, Washington 98111	The movement for Indian occupation of Ft. Lawton.
United Native Americans, Inc. P.O. Box 26149 San Francisco, Calif. 94126	*The Warpath* Annual subscription $5 for non-Indians $3 for Indians Frequency not stated.

EXERCISE 3. REVIEW QUESTIONS

1. How do Indian organizations help the Indian community meet its needs?

2. Three ways in which an Indian organization can let the people and the government know what Indians want and need are:

   a.

   b.

   c.

3. Where do Indian organizations get money to run on?

EXERCISE 3. REVIEW QUESTIONS

1. How do Indian organizations help the Indian community meet its needs?

   By providing information

   By persuading government to do things for Indians

2. Three ways in which an Indian organization can let the people and the government know what Indians want and need are:

   a. *writing letters to officials and articles for newspapers*

   b. *giving speeches and lectures, organizing rallies and marches*

   c. *publishing information about what is going on*

3. Where do Indian organizations get money to run on?

   From donations and grants

Activity 4. What Do You Think?

GOAL: To help students become aware of the ways in which governmental problems are approached by people from different branches, levels, or types of government

OBJECTIVE: Given a job title and description, students will be able to suggest how this person might feel about a problem, based on his or her background and governmental affiliation.
Students will be able to discuss advantages and disadvantages of having different kinds of governments or agencies meet a community's needs.

WHAT STUDENTS WILL BE ASKED TO DO

- Read the description of the simulation exercise
- Read role descriptions and choose a role
- Look at questions to be answered during the simulation, review earlier activities if necessary, and make notes
- Participate in the simulation
- Answer review questions

MATERIALS NEEDED

- Role instructions, 1 set per workgroup (masters on pages 119-122 of this Teacher's Guide)
- Blank name tags for each student
- Reproduced pages from this book as indicated in exercise instructions

PROCEDURE

At this point in the unit, students have learned about a variety of governmental structures and services. However, considering how vital a role government plays in all our daily lives, it is remarkably difficult to present information about government and public service which seems relevant to most students. It is essential that the unit conclude with an activity which will appeal to the students' imaginations, help them understand that government consists of real people with different attitudes and problems, and cause them to reconsider in the context of an actual problem the concept that government exists to manage community resources so as to meet community needs.

The means by which we attempt to achieve these goals is a simulation exercise in which students take the roles of Indian representatives of different public service agencies. Each of these people must make a recommendation on whether or not to terminate the Bureau of Indian Affairs.

This is a topic which is bound to produce some reaction from the students. (It may elicit reactions from other school personnel as well, so it is important that you be able to explain its relevance.) This topic was chosen not only because it was likely to involve students quickly, however, but also because the BIA or some branch of it is involved in almost every government function. In order to consider whether or not the BIA should be replaced, students will have to consider what needs it meets and what alternatives for meeting these needs exist.

Simulation, although it can be one of the most effective of instructional techniques, is not suitable for all students. If your class is already fairly open and talkative, you should make every attempt to get them to participate in the exercise as it is presented here. However, if your students are shy of verbal response and unwilling to call attention to themselves, you may want to have them simply describe how they think the people in the various roles would react to this question, and why, rather than acting out the roles. In that case, each student would write the answers to the "Questions to Think About" from the point of view of the person whose role he or she chose, and hand them in.

If your community is currently facing a problem related to government or public service with which students are familiar, you might consider substituting this problem as the discussion topic; or you could set up a second simulation to consider it. The roles would remain the same.

When you have decided what approach to take to this Activity, remind students that so far in this unit they read about several areas of government and have been introduced to several careers in public service.

They will have noticed many of the jobs in different areas of government are very similar. For instance, a secretary in the office of the Governor does much the same work that a secretary in an Indian Center does. The person who manages a government agency has to deal with people and make decisions, just as a tribal chairman does. But people in different areas of government do look at things from somewhat different points of view.

In this Activity they will have a chance to put together some of the things you have learned. They will be asked to think about some of the similarities and differences between different careers in public service. They will also get a chance to consider how public service ought to be organized so that people will get what they need.

Then explain what a simulation or modified simulation involves. It is important to emphasize to students that they are not going to be judged on the basis of how well they act. They should simply try to react as they think the people they are pretending to be would do. Say that since they are expressing someone else's opinions, nobody can hold them responsible for them--so they should not hesitate to say anything their character would say, whether it is likely to be popular or not.

Exercise 1. "What If..."

Divide students into workgroups of three to seven students. These may be the groups in which they have been working on other activities in this unit, or you may form them especially for this simulation.

Reproduce pp. 114-118 in this book and give them to students to read. These pages introduce the topic for the simulation and describe the roles. Each workgroup is asked to decide which of its members will play which roles. (All roles can be played either by boys or by girls.)

If students have difficulty choosing, you may find it helpful to talk a little about each role. Give examples of the kinds of activities the role description refers to, explain any terms (like "radical" in #7) which may be unfamiliar, and suggest the kinds of personalities these people might have. Encourage students to follow the suggestion at the end of the written material and make up names for their characters and details about their lives and backgrounds.

When students have chosen their roles, they should write down who is playing what on a piece of paper and give it to you. When you get the lists of characters chose, be sure each group has cast members in roles 1, 4, and 7.

Prepare as many copies of each role instruction (masters on pp. 119-122) as there are students who have chosen that role.

EXERCISE 1. WHAT IF...

WHAT...

In this Activity you will read about an imaginary situation. You will pretend you are the people who have been asked how to deal with it. You will have a meeting to talk about the situation.

WHAT IF...

To do this, you will get a description of the problem, a list of points which have to be covered,

WHAT IF THEY DECIDED...

enough information about the people involved so that you can choose which one you want to "be,"

WHAT IF THEY DECIDED TO GET RID OF...

and finally, instructions on what your character will do during the meeting. The problem is--

WHAT IF THEY DECIDED TO GET RID OF THE B.I.A.?

Just suppose that Congress was thinking about getting rid of the Bureau of Indian Affairs. The Senate Indian Affairs Committee is supposed to advise Congress about legislation having to do with Indians. Naturally, this committee would want to find out whether people thought ending the BIA was a good idea.

There would probably be a lot of conferences for people to discuss the question. That is where you come in. Imagine that you and your classmates are the people at such a conference. Your work group is one of the discussion groups that the people have been divided into.

You will not use just your own opinions in this discussion group. Instead, you will choose a part or *role* to act out, as if you were in a play. You won't be given any lines to say. But you will be told some things about your character and what he or she thinks. *You* do the rest!

First, you must choose which character you want to play. Read over the character descriptions on the next few pages. Talk about them with the other members of your workgroup. Then decide which person each of you is going to pretend to be.

ROLES FOR THE MEETING:

1. A BIA Economic Development Advisor.

You have worked for the BIA for many years. You have lived on a number of reservations. You feel you understand reservation problems pretty well. You are now working on your own reservation for the first time. Your specialty is development of farmlands. You are very worried about the pressures Big Businesses are putting on the BIA and on the tribes. The businesses want to lease mineral rights to land that could be used for growing food.

2. The Assistant to the State Human Resources Development Director.

You are the first Indian to rise to such a high position in this department. You are very well-educated and very efficient. You are especially interested in training or re-training programs for people who move from the country to the city. You have sponsored several workshops to train Employment office people to work with Indians.

3. A teacher in a high school in a large town.

You went to BIA schools, but you are now teaching in a public school. It gets Federal money to take care of Indian students from a small reservation nearby. You have had a hard time finding materials on Indian culture to use in the classroom. Your work is harder because your students are from a different tribe than you are. You have tried

to get support for a cultural program from the school administration and the town school board, but you have not had much luck.

4. A member of a tribal council.

You are the oldest member of the group. You have had many years of experience in the tribal government. You halped writes your tribe's constitution, and you have represented the tribe at many conferences. Your tribe is now fighting a plan to dam the river which supplies most of its water. The U.S. Army Corps of Engineers sponsors this plan.

5. A lawyer hired by a large tribe.

You grew up on a reservation. You got a BIA scholarship to go to law school, and you graduated with honors. You are now a member of your tribe's legal team. You have helped to win several cases involving the tribe's right to try people who have committed crimes on the reservation. You feel that tribal courts should be the highest legal authority for the tribes.

6. Head of the Alcoholism program at an Indian Center.

Under you leadership, this alcoholism program has become almost independent of the Center. It now has a building of its own. You feel that the problem of alcoholism will never be solved until the conditions that make people want to drink are changed. You wonder if the government is really sincere when it talks about wanting to help.

7. A member of a radical Indian organization.

The organization was formed to fight a state move to limit the tribe's hunting rights on state forest land. You lost that battle. Now you spend a lot of time visiting other reservations, trying to get them organized before the same thing happens to them. You have taken time off from college to do this work.

Your group may not have as many people as there are characters described. If you don't, leave out some of the roles. Be sure that people take roles 1, 4 and 7, however.

Once you have decided who will play whom, write down your names next to the characters's titles. Give the list to your teacher. Then he or she will give you sheets with more information about your characters and instructions for the meeting.

Feel free to make up names for your characters. Make up more details about their lives and backgrounds too, if you want to.

ROLE INSTRUCTIONS: the BIA Economic Development Advisor

Here are some things you should say at the meeting to make sure lots of different ideas get into the discussion. Read these instructions carefully, but *don't* let anyone else see them, or know what you're going to say.

During the meeting, point out that the BIA is the only government agency which is supposed to take care of Indians. If the BIA were gone who would make sure Indians get government money or services? The BIA can work for all Indians, and have a lot more power than someone who represents a single tribe. The BIA also provides many different services from education to road building. Without the BIA, who would meet these needs? The BIA has had many years of experience working with Indians, and this knowledge should not be thrown away.

You feel that the BIA should be run and staffed by Indians, although you think the take-over should happen slowly, so that everyone will have time to get training and experience enough to do the jobs well. You think this kind of change would be much better than simply getting rid of the BIA.

----------(cut here)----------

ROLE INSTRUCTIONS: a lawyer hired by a large tribe

Here are some things you should say at the meeting to make sure lots of different ideas get into the discussion. Read these instructions carefully, but *don't* let anyone else see them, or know what you're going to say.

You know that all the U.S. and state laws about Indians are very confusing. You don't like the BIA very well, but you think that if it suddenly disappeared, things would be even more confused.

You think that if someone studied U.S. and state law carefully, they might be able to work out ways for tribes to be legally safe and independent too. But this would take a long time. You think Congress should set up a committee to study this, and keep the BIA until another way is found.

ROLE INSTRUCTIONS: Head of the Alcholism program at an Indian Center

Here are some things you should say at the meeting to make sure lots of different ideas get into the discussion. Read these instructions carefully, but *don't* let anyone else see them, or know what you're going to say.

You don't really know what the best way for government to meet the needs of Indian reservations and communities would be, but you think that *something* should be changed. During the discussion, you should ask lots of questions. Ask each of the others how the kind of government he works for would make life better for Indians if it was in charge. Tell them you are tired of promises, and you want to see something that works.

----------(cut here)----------

ROLE INSTRUCTIONS: the member of a radical Indian organization

Here are some things you should say at the meeting to make sure lots of different ideas get into the discussion. Read these instructions carefully, but *don't* let anyone else see them, or know what you're going to say.

You are very unhappy with the government--all of them... You don't like the BIA, but you don't like the state government any better after what it did to your tribe. You believe that Indian people should take matters into their own hands. You want all tribes to work together through organizations like yours. Then they will have political power like the other minority groups. You think everything on the reservation should be run by the people on the reservation.

ROLE INSTRUCTIONS: the Assistant to the State Human Resources Development Director

Here are some things you should say at the meeting to make sure lots of different ideas get into the discussion. Read these instructions carefully, but *don't* let anyone else see them, or know what you're going to say.

You feel that it would be much more efficient if services to reservations were supplied by the states in which they are located. You have spent a lot of time trying to make your state government more aware of Indians, and you think giving the BIA's job to the states would help. You think Indians can contribute a lot to your state.

----------(cut here)----------

ROLE INSTRUCTIONS: a teacher in a high school in a large town

Here are some things you should say at the meeting to make sure lots of different ideas get into the discussion. Read these instructions carefully, but *don't* let anyone else see them or know what you're going to say.

You have mixed feelings about this question. You know that the BIA has protected Indians, but you think that sometimes it has *over*-protected them. You did well at the BIA school, but you were not always happy there. But some of your students are not happy at the city school either.

You would like to see an all-Indian school on the reservation--you really don't care whether it would be run by the BIA, the state, or the tribe. You have not thought about other government services much, but you think that Indians should be in charge no matter what part of government supplies them.

ROLE INSTRUCTIONS: a member of a tribal council

Here are some things you should say at the meeting to make sure lots of different ideas get into the discussion. Read these instructions carefully, but *don't* let anyone else see them, or know what you're going to say.

In your many years of tribal government, you have had to fight the BIA many times, but right now you feel your tribe needs the BIA to help it stop the Army Engineers' plan to dam the river. The BIA has people in Washington--the tribe doesn't. There are many government functions that your tribe now does for itself, and some areas in which it works with the BIA. You think that the tribe should be in charge of everything that happens on the reservation, but that the BIA should remain to speak for all the tribes to the federal government.

Exercise 2. Some Things to Think About

The purpose of these questions is to help students prepare for the simulation by directing their attention to points which should be considered in order to give the topic a fair discussion. The questions will also cause the students to review the basic concepts in the unit. Questions 1 and 2 should be answered individually, from the point of view of the person whose role each student has chosen, while questions 3 and 4 will be decided on by the group. You may want to give students class time to prepare, or you may have them do the questions as homework. Questions are on pages 124-125.

Go over each question with the class to be sure students understand it and know how to find the answers.

Before the simulation begins, pass out to each student the correct role instructions for his or her character's actions during the meeting. (Masters for the role instructions are on pages 119-120 of this Teacher's Guide.) You will need one set of role instructions per workgroup. Remind students to keep their instructions private, so others will not know what to expect.

When everyone is prepared, assume your role as chairman of the "conference" and instruct the discussion groups to begin working out their recommendations. Circulate among the groups as they work, answering any questions they may have. Help students get back into their roles if they slip out, or to calm down if they get too involved in the "play." You should let the simulation go on for about half an hour. Remind each group that it will have to present you with a written recommendation which summarizes its conclusions at the end of the meeting.

EXERCISE 2. SOME THINGS TO THINK ABOUT

Before the chairman of the conference tells the discussion groups to start, he or she gives the group a list of questions to think about. The list of questions for your group is given on the next page. Before the discussion starts, each of you should read the questions and write down your answers on a separate piece of paper. They will give you some ideas about what to say in the discussion.

At the end of the discussion, you will each give your answers to the questions to your teacher. Your group will also write a report based on your discussion. The report will tell what your group thinks Congress should do about the BIA, and why. Remember that there is no single "right" answer to this or any of the other questions. Each person, and each group, will probably have different opinions.

QUESTIONS TO THINK ABOUT:

1. Review the need areas you talked about at the beginning of this unit. Which of these areas does the BIA work in? Can any of these needs be met by other agencies? (Each of you should answer for the agency of office you character works for.) Can the needs be met better? Better in some places than others? Explain.

2. What do you think the people you represent or work with would think about ending the BIA? Why?

3. What do you think Congress should do? Should they do away with the BIA? Should they leave it as it is? Or should they change it in some way? Talk about the advantages and disadvantages of each course of action.

4. What can your group do to help get Congress to agree with your opinion?

5. What people in other jobs would you ask for advice or information to help you make your decision?

Exercise 3. Review

When the simulation is over and students have calmed down again, remind them of the question that was asked at the beginning of the unit. Talk about some of the things that happened in the simulations, and the relationship of the problem in the simulation to the question, "What is a government?"

In order to decide what to do about the BIA, and to answer the question, students must have some idea of what a government does and how it does it. By this time, student ideas about government are probably rather different than they were at the beginning of the unit. Hopefully, they have a broader and more perceptive understanding of the purposes for which government exists and the problems it must deal with.

The two review questions on the next page can be answered in essay form, individually, as statements prepared by each workgroup, or used as topics for class discussion.

Whichever approach is used, this is an opportunity for you to review and organize the information and concepts students have encountered in this unit. Refer to the examples of government activities, and the information about careers in this area, to illustrate your comments. The student scrapbooks or display should be completed or nearing completion. You can also use these to illustrate your points.

By the end of this unit, students should have a general understanding of the reasons governments exist, some of the forms government takes, and some of the official and unofficial ways in which one can work for the people.

Additional Activities

In addition to the alternatives already discussed, possible avenues for further exploration of this area include having the class simulate a community government and work out an organization which they think will meet the community's needs; having students do more detailed reports on governments or government agencies; etc. At some point, also, if you have not already done so, have students complete the scrapbooks or displays for which they began collecting material near the beginning of this unit. See also pages 137-152 of this Teacher's Guide for Additional Resources.

EXERCISE 3. REVIEW

Now the meeting is over. Your group has handed in its suggestions. Remember, the question you were discussing may never come up in real life. You may never take a public service job, either. But thinking about government and public service and how to make them really work for the people is something that everybody should be doing all the time.

In the first Activity you were asked to write definitions of what a government is and what it does. Has your opinion changed any, now that you have been through this unit?

Take a piece of paper and write your answers to the following questions:

1. What is a government?
2. What is public service?

Using The Test

The test questions on the next four pages are intended to check student mastery of the main points covered in this unit. If your presentation of this material has varied to any significant degree from what is in this book, you may want to add or replace questions on the test.

In addition to serving as a measure of student achievement, having students answer these questions can serve as a useful review activity.

Sample answers appear on pp. 133-136.

NAME _____

DATE _____

QUESTIONS FOR STUDENTS WHO HAVE FINISHED "WORKING FOR THE PEOPLE"

1. What need does each of the following activities meet?

   a. running the school cafeteria--_____

   b. driving a school bus--_____

   c. teaching English--_____

   d. bandaging a cut--_____

2. Match these words with their definitions:

Example: election	. talking things over until everyone agrees
a. administration .	. making laws
b. Department of the Interior .	. trying to persuade people to vote for you
c. Federal government .	. choosing leaders by voting
d. government by consensus .	. helping people meet their needs
e. legislation .	. part of the government concerned with things inside the U. S.
f. enforcement .	. making decisions and coordinating activities
g. campaigning .	. making sure people obey the laws
h. services .	. government which represents all of the states

3. What are two ways that Indian tribes used to choose leaders?

   a.

   b.

What are two ways that leaders are chosen now?

c.

d.

4. List three things that a tribe you know about does for its members:

Name of tribe:_____

a.

b.

c.

5. Check those of the following which you might find at an Urban Indian Center:

_____a. programs to help alcoholics

_____b. police services

_____c. legal advice

_____d. cooking classes

_____e. road repair

_____f. land management advice

_____g. health clinics

6. Think of one Indian organization you know about:

a. What is it called?

b. What does it do?

7. Here are some job titles of people in government. Copy each of these titles under the name of the function of government which that person is involved in:

social worker, congress-person, street cleaner, mayor, policeman, state assemblyperson, judge in a state court, Member of a tribal council, director of an Indian Center, doctor in county hospital, lieutenant governor, state highway patrolman

Administration	Legislation	Enforcement	Services
(Example: U. S. President)			

8. What is a government?

9. In this unit, you found newspaper articles about things government does. Think of one of these articles, and answer these questions:

   a. What government agency or office was the article about?

   _____

   b. What human need does it meet? _____

   c. What function of government does it perform? _____

   _____

   d. What is one job title of someone who works there? _____

   _____

   e. In the article, what was this agency or office doing? _____

   _____

   _____

10. What do you think the best kind of government for your tribe or community would be like? What would it do?

NAME _____

DATE _____

QUESTIONS FOR STUDENTS WHO HAVE FINISHED "WORKING FOR THE PEOPLE"

4 pts. 1. What need does each of the following activities meet?

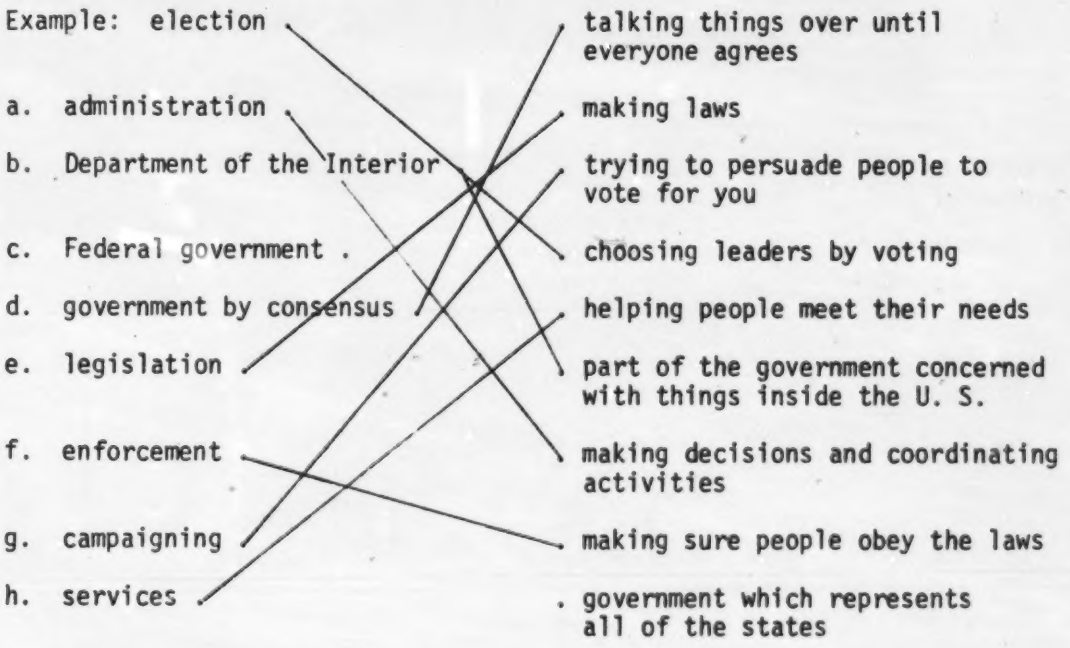
a. running the school cafeteria-- *food*

b. driving a school bus-- *transportation*

c. teaching English-- *education, communication*

d. bandaging a cut-- *health (security)*

8 pts. 2. Match these words with their definitions:


Example: election
a. administration
b. Department of the Interior
c. Federal government
d. government by consensus
e. legislation
f. enforcement
g. campaigning
h. services
talking things over until everyone agrees
making laws
trying to persuade people to vote for you
choosing leaders by voting
helping people meet their needs
part of the government concerned with things inside the U. S.
making decisions and coordinating activities
making sure people obey the laws
government which represents all of the states

4 pts. 3. What are two ways that Indian tribes used to choose leaders?

a. *The tribal council chose them*

b. *The clan mothers chose them*
Also: They inherited positions
the people chose them

4 pts. What are two ways that leaders are chosen now?

c. *the people elect them*

d. *officials appoint them, or they are hired*

3 pts. 4. List three things that a tribe you know about does for its members:

(Example: Name of tribe: *Navajo*)

a. *provides police services, park rangers, etc.*

b. *runs businesses, like the Navajo Forest Products Industry*

c. *provides adult education and job training*

4 pts. 5. Check those of the following which you might find at an Urban Indian Center:

✓ a. programs to help alcoholics

____ b. police services

✓ c. legal advice

✓ d. cooking classes

____ e. road repair

____ f. land management advice

✓ g. health clinics

4 pts. 6. Think of one Indian organization you know about:

a. What is it called? *ex. Native American Rights Fund*

b. What does it do? *helps protect Indian rights and resources, tries to clarify Indian law, gives tribes legal aid.*

12 pts. 7. Here are some job titles of people in government. Copy each of these titles under the name of the function of government which that person is involved in:

social worker, congress person, street cleaner, mayor, policeman, state assemblyperson, judge in a state court, Member of a tribal council, director of an Indian Center, doctor in county hospital, lieutenant governor, state highway patrolman

Administration	Legislation	Enforcement	Services
(Example: U. S. President)	*congress person*	*policeman*	*social worker*
mayor	*state assembly person*	*judge in state court*	*street cleaner*
director of an Indian Center	*member of tribal council*	*state highway patrolman*	*doctor in county hospital*
lieutenant governor			

3 pts 8. What is a government?

The answer to this should cover the main points included in the definition of government worked out by the class. Points which might be included in the definition are that a government is responsible for helping its people meet their needs, and does so by making decisions, coordinating activities, making rules and enforcing them, and providing necessary services.

5 pts 9. In this unit, you found newspaper articles about things government does. Think of one of these articles, and answer these questions:

a. What government agency or office was the article about?

Example: Tribal Council

b. What human need does it meet? *Security*

c. What function of government does it perform? *legislation*

administration

d. What is one job title of someone who works there? *tribal councilman*

e. In the article, what was this agency or office doing? *deciding to lease mining rights on tribal land*

(These answers should be based on one of the articles in the student scrapbook or display.

3 pts. 10. What do you think the best kind of government for your tribe or community would be like? What would it do?

Answers might include: It would represent the people and do what they wanted; it would give people what they need; it would listen to all the people; it would let people alone, etc., etc.

Additional Resources

Starting on the next page, you will find a list of audio-visual materials which you can use to supplement and enrich the material presented in this unit. For your convenience, the list has been divided so that you can find a separate set of audio-visual materials for each Activity in the unit. Also, each audio-visual aid has been described.

The list of resources was compiled by the Native American Career Education Staff, but no endorsement of the materials and programs included is intended. It is recommended that any item on the list be previewed before it is considered for adoption.

r = rental fee

m = minutes

col. - color

b & w = black and white

ACTIVITY 1: WHAT IS GOVERNMENT?

The Head Men

28 minutes, 6 seconds, b&w
Contemporary/McGraw Hill r $14 or EMC #8746 r $16

Comparisons of three men of authority in three widely different localities of the world: in Tupi Pualista, Brazil; in a district of Nigeria; and in the farming community of Kamsack, Saskatchewan. The daily routine of each man reveals the qualities that may bring a man to leadership wherever he may live.

Parliamentary Procedure

21 minutes, 50 seconds, b&w
Contemporary/McGraw Hill r $12

How the rules of parliamentary procedure facilitate the orderly conduct of a meeting is illustrated while a group is in session. The film's commentator joins the meeting in a light, informal manner explains the functions of the chairman, the correct manner of presenting a motion, an amendment, a point of order, a point of information.

The Meeting

9 minutes, 10 seconds, b&w
Contemporary/McGraw Hill r $10

A discussion film designed to raise questions of how much support an elected group should be entitled to expect from its electorate. The context is a meeting of a community group where a committee, delegated to choose a play to be staged, makes its choice known. There is a split when some disagree and it seems the committee may be overruled. But should it be?

ACTIVITY 2: THE SYSTEM

The Social Worker

Universal Education and Visual Arts Film

People Who Help Others

Career Discoveries Series: Teacher's Guide, 4 films, 4 cassettes

People Who Help Each Other
Day Care Worker
Community Organizer
Physical Therapist

Municipal Law Enforcement

Career Discoveries Series Career Exploration Kit, 3 cassettes, 6 films

Overview, Patrolman, Detective
Police Laboratory Technician, Police Intern, Juvenile Officer

Your Working Future: The Child Care Worker, The Fire Fighter

EBEC: filmstrip kit

Career tapes:

Visual Ed. Corp. cassettes

Cassette 2 - Ambulance Driver/Medical Records Librarian
Cassette 3 - Optometrist/Psychiatric Social Worker
Cassette 6 - Airline Flight Officer/Highway Planning Engineer
Cassette 7 - Sanitation Worker/Air Quality Technician
Cassette 15 - Building Inspector/Police Officer
Cassette 16 - Postal Worker/Fire Fighter

Interview Tapes:

Imperial Productions
Medical X-ray Technician
Policeman

ACTIVITY 2: THE SYSTEM (continued)

Little Burgundy

30 minutes 8 seconds b&w
Contemporary/McGraw Hill r $30

When an old area of a city is to be demolished to make way for a new low-rental housing development, is there anything that the residents can do to protect their own interests? This film airs such a situation in the Little Burgundy district of Montreal. It shows how citizens organized themselves into a committee that made effective representations to city hall and influenced the housing policy.

"I Don't Think It's Meant for Us..."

32 minutes 32 seconds b&w
Contemporary/McGraw Hill r $17

Subsidized housing projects for low income families are built by housing authorities with little, if any, consultation with the people who will occupy them. As a result there are grievances concerning planning, construction, location, the making and administration of policies. So say the representatives of Ontario tenants in this film as they discuss their concerns with officials at federal, provincial and municipal levels. The opinions voiced will interest all concerned with this aspect of social planning.

Up Against the System

19 minutes 55 seconds b&w
Contemporary/McGraw Hill r $12

People on welfare are rarely heard. What do they go through? How do they feel? How do concerned social and welfare workers feel about the welfare system? What is welfare supposed to do? In this film, welfare recipients and social and case workers talk about the problems of being "up against the system."

A Young Social Worker Speaks Her Mind

24 minutes 25 seconds b&w
Contemporary/McGraw Hill r $14

Joanna Stern tells of her experience as a welfare worker, exposes her personal, inside view of the welfare system, and raises the question of alternatives. A film of particular use to social and welfare workers and people directly concerned with the welfare system.

ACTIVITY 2: THE SYSTEM (continued)

Station 10

57 minutes 50 seconds, color
Contemporary/McGraw Hill r $30

This is a factual account of the life of policemen at one station in Montreal, drawn from sixty days and nights of on-the-spot filming. It is a view of life in the inner city that usually only the policeman has reason to encounter. There are ugly incidents here, but there is also reassurance that people in trouble do have help at hand, and that even for the lawbreaker the policeman does his work with impartiality and, for the most part, with understanding and good humor.

Law Is Made

EMC #5737 29 minutes r $16

Animated chart explains the steps a bill goes through to become a law. Follows the Housing Act of 1959 from its genesis through committee hearings, congressional passage, two vetoes, and final approval by the President.

Man in the Middle

EMC #5928 54 minutes r $19

Explores the role of today's state lawmaker, who is often caught up in conflicting pressures from governors, party leaders, lobbyists, and constituents. Attempts to answer the question of whether state legislatures, as originally conceived, can deal effectively with complex modern problems.

President of the United States: Too Much Power?

EMC #9459 color 25 minutes r $22

Investigates the prerogatives, powers, and duties of the American presidency, including the many different roles he has to play. Shows that the character of the president determines the nature of the office, and examines how different presidents have altered the power and authority of the presidency.

United States Congress: Of, By, and For the People

EMC # 8674 26 minutes r $22

Examines specific functions of the two houses of Congress, discusses their establishment and their history, describes their role in the constitutional framework of checks and balances, and considers the varied duties of a modern Congressman.

ACTIVITY 2: THE SYSTEM (continued)

The Welfare

EMC #6664 17 minutes r $14

Compiled from reflections of a new social welfare caseworker and a young Negro woman receiving aid, this documentary is designed to stimulate discussion of the social rehabilitation process. It reflects the worker's dismay over the mass of paper work and red tape, and the welfare recipient's plight when her husband can find no work and moves out of the home so that his family can qualify for Aid to Needy Children. Raises fundamental questions about the nature of self-help processes, their relationship to indigenous community activities, and the extent to which social agencies are prepared to meet the challenge to their authority that may result. Concerned with the area of social work planning that lies between individual or group interviews and high-level community organization.

Inventing a Nation: The Making of the Constitution

EMC #1067 color 52 minutes r $37

Recalls the writing and ratification of the Constitution, focusing on the conflict over federal and state powers. Discusses antagonism between Hamilton and Madison, key decisions of the early Supreme Court, and the role of the "missing giant of the Constitutional Convention," Thomas Jefferson.

Campaign

EMC #9066 20 minutes r $19

Documents Democrat Kathy O'Neill's unsuccessful effort to unseat a Republican incumbent in the 1972 California State Senate election. Cinema-verite scenes and well-edited interviews provide fascinating portraits of the candidate and her key staff members as well as day-to-day campaign activities. Particularly interesting conclusion shows the campaign headquarters on election night as the returns come in and she is defeated.

Constitution of the United States

EMC #3150 22 minutes r $14

Reviews the turbulent conditions in America in the years following the Revolution, and the resulting fear of anarchy that could not be appeased by the feeble Congress of the Confederation. Discusses the Constitutional Convention, the difficulty of ratifying the Constitution, and its final acceptance.

ACTIVITY 2: THE SYSTEM (continued)

Phoenix Indian High School Filmstrips:

City Community Workers Series

#425 Policemen At Work
#426 The Fire House
#427 Firemen at Work
#428 Workers for Health

Community Helpers Series

#587 The Policeman
#588 The Fire Department

Citizenship-Democracy Series

#159 Citizens in a Democracy
#161 How Laws Protect the Citizen
#162 Being Active in the Government
#165 How Government Helps the People

Nature of Democracy Series

#174 Democracy At Work
#177 Taking Part in the Government
#180 By and For the People

Understanding Democracy Series

#181 Learning About Our Town Government
#182 Helping Our Town Government

Your Federal Government Series

#699 Our Federal Government
#695 The Legislative Branch
#696 The Executive Branch
#697 The Judicial Branch
#1328 How Our Laws Are Made
#694 Our Government
#607 Why We Pay Taxes
#611 Writing the Constitution

ACTIVITY 2: THE SYSTEM (continued)

Phoenix Indian High School Filmstrips (continued)

Current Events (N.Y. Times)

#1145 Presidential Conventions and Candidates, May '56
#1154 The Supreme Court, Oct. '57
#1161 Congress and its Members, Oct. '68
$1175 Electing a President, May ' 60

Materials from the ANCER Catalogue:

H.9-1 People and Choices (10 Occupations: Teaching, Social Work, and government)
H.9-2 Career Opportunities (Community Service and related specialists)
H.9-8 Careers in Community Service--2 filmstrips, 2 cassettes
Helps to broaden the students' view on different careers through interviews with people in actual jobs.
H.9-9 Careers in Public Utilities--2 filmstrips
Helps to broaden the students' view of different careers through interviews with people in actual jobs.
H.9-12 Careers in Government Service--2 filmstrips, 2 cassettes
Will help to broaden the student's career horizons--to help him become aware of the great variety of careers available to him.
H.14-2 Requirements for a Police Career--pamphlets
H.14-6 FBI Special Agents Police Officers--1 cassette
An introduction to these careers in narrative form.
H.14-7 A career in Law Enforcement--1 filmstrip, 1 cassette.
Will help to broaden the student's view of the many jobs available in Law Enforcement and the personal qualifications.

ACTIVITY 3: INDIAN SELF-GOVERNMENT

Indian Relocation: Elliot Lake - A Report

29 minutes, 55 seconds, b&w
Contemporary/McGraw Hill r $14 or EMC #7889 r $16

An experiment to prepare Indians for city life, through a program of vocational and academic education carried out with families who were moved to the town of Elliot Lake in northern Ontario from neighboring reserves. The film listens in on classes and discussions, and interviews some families who stayed, some who went back. It offers insights into the sort of adjustments Indians face in this kind of "programmed" integration.

PowWow at Duck Lake

14 minutes, 30 seconds, b&w
Contemporary/McGraw Hill r $12 or EMC #7929 r $12

A discussion at Duck Lake, Saskatchewan, where Indian-Metis problems are openly and strongly presented before a gathering of Indians and whites. Among matters discussed are the kind of schooling available to Indians and the limitations of education that restrict their opportunities to develop in their own way and in ways best for themselves.

Building an Organization

37 minutes, 28 seconds, b&w
FI r $17

The obstacles encountered by a new community action organization in Buffalo, N.Y., as it begins to work for recognition.

Deciding to Organize

34 minutes, 5 seconds, b&w
FI r $25

A group of concerned citizens from Dayton, Ohio, consult Alinsky on the means of creating an effective organization.

ACTIVITY 3: INDIAN SELF-GOVERNMENT (continued)

Through Conflict to Negotiation

45 minutes, 36 seconds, b&w
FI r $28

A community action group in Rochester, N.Y. confronts the community's largest employer on the issue of corporate responsibility and the employment of minority groups.

In Our Own Way

27 minutes, 12 seconds, col.
Contemporary/McGraw Hill r $17

"If you want to change your country, you've got to start with your own milieu." So says one of the young social animators in this film. Made in Beauharnois and St. Hubert near Montreal, this film shows how the youth of these two industrial suburbs have involved themselves in the affairs of their communities in practical, constructive ways--finding the means to open a community workshop center and helping people with problems of housing, welfare, drugs--all the while rejoicing in their native environment.

Starblanket

27 minutes, 20 seconds, col.
Contemporary/McGraw Hill r $17

At twenty-six Noel Starblanket is one of the youngest Indian chiefs in North America--twice elected chief of the Starblanket Reserve, recently named vice-president of all Saskatchewan Indians. His great-grandfather's advice was to "learn the wit and cunning of the white man". That he did. Here he is seen in action, an Indian chief with a brief case, working government officials for grants, running for election, talking down his opponents, solving the domestic problems of his reserve.

Citizens' Medicine

30 minutes, 18 seconds, b&w
HAF r $35

In Montreal, the St. Jacques Citizens' Committee set up a community health clinic, aided by volunteer doctors, nurses, dentists and medical students. This film shows discussion, planning, and the clinic in operation, and presents its problems and advantages as seen both by medical workers and by local residents.

ACTIVITY 3: INDIAN SELF-GOVERNMENT (continued)

Encounter with Saul Alinsky, Part 2: Rama Indian Reserve

32 minutes, 6 seconds, b&w
Contemporary/McGraw Hill r $14 or EMC #8744 r $17

A provocative film in which young, articulate Indians test their inherent, tolerant philosophy against the more pragmatic ideas of Saul Alinsky. The Indians argue for a revision of the hundred-year-old Indian Act by peaceful persuasion. Alinsky advocates more direct development of power to bring about the changes they seek.

The Point: Community Legal Clinic

27 minutes, 57 seconds, b&w
NFBC r $14

Citizens of Point St. Charles, a bilingual district in Montreal's inner city, found a solution to the lack of adequate legal aid in their community by forming a legal clinic with salaried lawyers and student volunteers from university law faculties. In this film citizens and volunteers talk about the project, how it was initiated, how it now serves the needs of people who lack the money for the fees of professionals.

Navajo: Part 2

EMC #8353 29m r $13

Shows ethnologists visiting Window Rock, Arizona, to interview members of the Navajo Tribe's council. Questions are answered concerning Navajo education, agriculture, religion, the problems of working within tribal organizational patterns, the continuing force of tradition, and the adaptations necessary to live in a technological society. Somewhat dated format (1959).

ACTIVITY 3: INDIAN SELF-GOVERNMENT (continued)

Indians and Chiefs

EMC #8183 40m r $23

This narrationless documentary, in cinema-verite style, shows problems of American Indians trying to maintain their Indian identity while they learn to master the White man's world, on his terms. It focuses on one summer's events at the Los Angeles Indian center, an Indian-run urban meeting place that provides help for thousands of Indians emigrating from rural reservations. The Indian Center needs funds to survive, so a huge Indian Fair is planned; the mechanics of obtaining permits and publicity and organizing parking and food concessions becomes, for the commercially inexperienced Indians, an important learning process. The organization's director, Ernie Stevens, producer for the event, and some of his assistants find that they must often act on their own to make speedy decisions, which raises problems because the traditional egalitarian structure of Indian society does not give such authority to leaders. The fair itself combines feathered drummers, Ferris wheels, beauty contests, reservation Indians with their craftwork, Hollywood Indians doing stunts, the mayor accepting an honorary feather bonnet, traditional Indian dancing, and an Indian rock group. It is at times a display of gross commercialism, yet commercial is what it was meant to be. The fair demonstrates the Indians' newfound ability to manage such a large event, and it shows that the Indians have a saleable product in the White man's world--their culture.

ACTIVITY 4: WHAT DO YOU THINK?

These films can be used to spark discussion of the relationship of people to governments and alternatives for solving problems instead of or in addition to the simulation exercise.

You are on Indian Land

EMC #7920 37m r $19, or Contemporary/McGraw Hill

Report on a winter protest demonstration by Mohawk Indians on the international bridge between Canada and the US near Cornwall, Ont. Shows Indians blocking the bridge, which is on their St. Regis Reserve, causing large traffic jams and drawing public attention to their grievances. Indians say they were prohibited by Canadian authorities from duty-free passage of goods across border--a right established by the Jay Treaty of 1794. Records confrontation with police, eventual arrests, and aftermath of demonstration.

Slow Death of Desert Water

EMC #7861 col. 30m r $23

Shows how Pyramid Lake, in Nevada, is drying up because dams divert most of its source, a river from Lake Tahoe, which is itself becoming polluted. Examines complex problem of maintaining a minimum water flow into Pyramid Lake while wildlife, irrigation districts, Indians and cities all want the water.

Treaties Made--and Treaties Broken

EMC #8103 col. 18m r $20

Documents how the state of Washington made and broke a treaty guaranteeing the Nisqually Indians their age-old hunting and fishing rights. The ensuing harassment, arrests, and criminal prosecutions of tribesmen are described by Indian witnesses and shown in documentary footage of a clash between Nisqually demonstrators and a force of Game and Fisheries wardens.

Lament of the Reservation

EMC #8105

Examines blight of today's Indian reservations. Focuses on two cases: a man supporting 12 people on $41 a week welfare, and a woman forced to live with her children and her sister's family (14 altogether) in a one room shack. Notes that Indian infant mortality rate is twice the national average, and that average reservation income is $30 a week--during the summer, when there are jobs.

ACTIVITY 4: WHAT DO YOU THINK? (continued)

Dispossed

EMC #8015 col. 33m r $25

Sympathetic view of Pit River Indians' struggle to regain lands in Northern California taken from them in 1853 and now controlled by Pacific Gas and Electric Company and other corporations. Shows Indians' impoverished living conditions and describes how PG&E dams, built without consulting Indians, destroyed salmon runs on which they depended. Traces legal history of land dispute back to broken treaties of 19th century. Includes interview with PG&E lawyer. Ends with mass arrests of Indians occupying land.

Forty-Seven Cents

EMC #8616 25m r $15

Documents how officials of the Bureau of Indian Affairs, the Indian Claims Commission, and a lawyer representing the Pit River Indian Nation of Northern California obtained from the tribe a land settlement many of its members did not want. Traces history of relations between the US and the Pit River Nation, showing how the US violated the 1848 Treaty of Guadalupe Hidalgo by taking the Indian land in 1853. Pit River Nation members voted in 1963 to reject the government's offer of 47 cents an acre compensation; but their lawyer engineered a second ballot by mail that narrowly reversed the vote but that many tribal members considered highly questionable. When the Indians tried to dismiss the lawyer and hire noted attorney Melvin Belli, the Bureau of Indian Affairs refused to allow the change, and the Indians found that all further legal remedies were closed to them. Members of the tribe who had refused to accept settlement money are interviewed; they are more interested in having their land and they have repeatedly tried to have the case re-opened. Former US Attorney General Ramsey Clark, Senator John Tunney of California, and other officials explain the government's position. Timely, well-researched, and informative.

ACTIVITY 4: WHAT DO YOU THINK? (continued)

Forgotten American

EMC #7193 col. 25m r $21

Filmed in the Navajo, Hopi, Pueblo, and Zuni country of the Southwest and in the urban Indian communities of Los Angeles and Chicago, examines the Indian's alienation from the rest of American society. Show the continued economic exploitation of Indians by White store owners licensed by the Bureau of Indian Affairs, and the boarding schools where Indian children are encouraged to forget their tribal language and heritage. Proves with statistics that the percentages of malnutrition, infant mortality, impoverished families, and mental disorders, suicides, dropouts, and juvenile delinquency are abnormally high in the federally created ghettos of the reservation, and suggests possible ways of improving the situation. Questions the justification of the boarding school education program by Stewart Udall, then Secretary of the Interior.

Little White Salmon Indian Settlement

EMC #8489 col. 28m r $26

Examines aspects of Native American life, past and present, in the Pacific Northwest, interspersing historical material with a report, from the Indians' point of view, on their current struggle for fishing rights on the Columbia River. Although the Indians have used the river in an ecologically sound manner for thousands of years, they are now fighting attempts by Oregon and Washington officials to regulate their fishing rights and give economic advantages to commercial fisheries. Aspects of Native American culture depicted include traditional fishing and foraging methods and colorful ceremonial dancing. Narration written and spoken by Native Americans.

And the Meek shall Inherit the Earth

EMC #8323 col. 59m r $35

Documents the losing struggle for self-sufficiency of the Indians of Menoninee County, Wis., the only Indian-governed county in the US. Traces history of the Indians' "affluence" in the '50's and the consequent termination of their tribal status under the Bureau of Indian Affairs. Notes that they must now pay taxes and buy the land they have lived on for generations, that most of them are very poor, and that these conditions are forcing them to sell their land to Whites.

RESOURCE RENTAL

ANCER (Apache-Navajo Career Education Reserves)
P.O. Box 749
St. John's, Arizona
(Materials available to schools in Apache & Navajo counties, Arizona)

Career Discovery Series
Guidance Associates
Pleasantville, N.Y. 10570

Contemporary/McGraw Hill
1221 Avenue of the Americas
New York, N.Y. 10020

EBEC (Encyclopedia Brittanica Educational Corp.)
425 North Michigan Ave.
Chicago, Ill. 60611

EMC (University of California Extension Media Center)
Berkeley, Calif. 94720

FI (Films Incorporated)
1144 Wilmette Ave.
Wilmette, Ill. 60091

HAF (HAF-Alternatives on Film)
311 Spruce St.
San Francisco, Ca. 94118

Imperial Productions
Imperial Films
Palo Alto, Ca.

NFBC (National Film Board of Canada)
16th Floor
1251 Avenue of the Americas
New York, N.Y. 10020

Phoenix Indian High School
Box 7188
Phoenix, Arizona
(Materials available for school use only)

Universal Education and Visual Arts
Universal Studies, Inc.
221 Park Avenue, South
New York, N.Y. 10003

Visual Education Corp.
MacMillan Publishing Co., Inc.
866 Third Avenue
New York, N.Y. 10022

BIBLIOGRAPHY

American Indian Lawyer Training Program: Indian Tribes as Governments. American Indian Lawyer Training Program, Inc., 1000 Wisconsin Avenue, N.W., Washington, DC 20002. 1974 $5.00

Result of a research project conducted by a team of Indian lawyers and law students. Includes reports on tribal governing structure, tribal court structure, economic development, administration, relationship to BIA, The Indian Civil Rights Act. 15 tribes from all over U.S. Unique information. Difficult but not impossible for a determined student reader.

California State Department of Education: Orientation to Public Service Occupations Curriculum Guide. Cal State Department of Education--Vocational Education Section, Project Planning Center, Sacramento, Ca. 95814, 1975.

One of a series of seven massive guides covering exploration of and preparation for public service occupation. Divides public service into: Government agency management; social and economic services; educational services; resource management; rural, urban and community development; public safety, corrections and judicial services; regulatory services and records; transportation services. The Guide includes lesson plans, resources, evaluation materials. A valuable resource for expansion of this unit.

Cohen, Felix S.: Handbook of Federal Indian Law. USGPO, Washington D.C., 1942

The comprehensive treatment of all laws and treaties relating to Indians with commentary. It traces the history and development of Indian law.

Correll, J. Lee and Watson, Editha L.: Welcome to the Land of the Navajo. Window Rock, Arizona: Navajo Tribe, Museum and Research Dept., 1972.

Brief, interesting accounts of history, religion, language, arts and crafts, food, housing, clothing, government, geography, and places of interest.

Gridley, Marion: Indians of Today, 4th edition., ICFP Inc., 1971

A collection of biographical sketches with pictures of Indians who have had notable achievements in various fields. Careers of those featured include government, health, education, and art and many more.

Henry, Thomas R.: Wilderness Messiah: The Story of Hiawatha and the Iroquois.

This book covers various aspects of Iroquois culture, focussing on the formation of the Iroquois League, and pointing out Iroquois influences on the early United States. It includes a copy of the Constitution of the League.

Redford, Emmette S., Truman, David B., Hocher, Andrew, Westin, Alan F., Wood, Robert C.: Politics and Government in the United States. Harcourt Brace & World, 1965.

Standard U.S. Government text, very complete. Includes discussion of Federal, State, and Local systems.

Vogel, Virgil J.: This Country was Ours. New York: Harper & Row, 1972.

This is a rich and fascinating source of material on the American Indian. It includes selections from the actual documents relating to Indian history, such as legal decisions, and lists of significant dates; Indian wars; famous Americans of Indian descent; audio-visual aids; museums; government agencies concerned with Indians; and Indian organizations and publications.

Weltfish, Gene: The Lost Universe: The Way of Life of the Pawnee. New York: Ballantine Books, 1965.

An account of a typical year in the life of the Pawnee people in the 19th century, covering all facets of their existence. Makes fascinating reading, although probably too difficult for most students.

Young, Robert W.: The Navajo Yearbook, 1951-1961. Window Rock, Arizona.: Navajo Agency, 1961.

Detailed reports on all aspects of Navajo life, culture, and government. No table of contents. Interesting but sometimes heavy going.